A PERSONAL RATING SCALE AS A GUIDANCE TECHNIQUE

by

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THE PROBLEM

All teachers and administrators as well as counselors are interested in personality and in learning how they may better direct its development. They all agree that it is important in education to develop and preserve a wholesome personality in the light of our culture for every child. This is about as far as the movement has gone in the school systems because teachers and administrators lack both a thorough understanding of the meaning of personality and readily applicable and simple instruments of approach to the evaluation of an individual's personality.

Students, as well as adults, are very much concerned about their own personalities. Often a student goes into a Student Personnel Office on the pretense of asking for vocational information. During the interview however, a trained counselor may discover that there are other more immediate problems confronting this student than his future

vocational career. Often it is some form of disturbance within his own personality pattern, of which he is usually not specifically aware, that gave him the urge to visit the counselor.

It has been found that students, as well as adults, are very much interested in knowing just what kind of impressions they are making on those with whom they live or are associated with in other ways. There are several good personality inventories on the market from which one can get a general idea of how he compares with the standards set up from the use of these instruments. Most of these are expensive and difficult to interpret, even by a trained psychologist. Usually the individual employing these instruments must be his own judge in the evaluation of his personality. In such instruments, no provision has been made for the use of this same form by other persons from whom he could get an average opinion of himself.

Such measuring devices in current use are: The Bernreuter Personality Inventory, which has been extensively used, has for its purpose the measurement of several different aspects of personality at one time and consists of one hundred and twenty-five personal questions which the subject is expected to answer by "yes", "no", or "?"; the Bell Adjustment Inventory is a self-administered inventory and provides four separate measures of personal and social adjustment; the Thurstone Neurotic Inventory; the Laird C2 Introversion Test; the Willoughby EM (Emotional

Stability) Scale; the Woodworth-Wells Psychoneurotic Introversion-Extroversion Test; and the Kent-Rosanoff Association Test. All these instruments may be scored objectively.

Another and much more extensively used instrument for estimating personality traits is the rating scale. Everyone, consciously or unconsciously, forms opinions concerning the personality traits of those whom he knows well. These are, of course, purely subjective judgments, often colored favorably or unfavorably by chance circumstances. The personality rating scale is nothing more nor less than the result of efforts to systematize this common practice of human beings to form subjective judgments concerning their fellows. The purpose is to obtain a more reliable and useful estimate of an individual's personal qualities.

A well known type at the present time is the "graphic" or "linear" rating scale. The rater is asked to estimate the degree to which the person rated possesses each trait under consideration, and to indicate this on a numerical scale. Sometimes a straight line takes the place of the numbers, and the rater is asked to place a check-mark at the point along this line which is most representative of the individual he is rating. Such a type lends itself to independent judgments of several people who know the rated person well. The average judgments are more reliable than the judgments of a single rater. In fact some authorities say the number of raters should be three to

eight, while others suggest five to ten, in order that the composite result or average may be more reliable. Those who do the rating should have a common understanding of the traits on the scale. This calls for a clear definition of each trait. Two examples of "graphic" or "linear" rating scales are: The Hughes Graphic Rating Scale and the Personality Report Form, prepared by the American Council on Education. The Personality Report of the American Council provides also for the rater to record instances that support his judgment.

Self-analysis is a means of aiding an individual to understand himself. Forms calling for the individual's estimate of himself in regard to several important aspects of personality, if available to the pupil's counselor, are often valuable for use in arriving at an understanding of the pupil, especially when considered along with the rating of this pupil by his associates who know him well and are competent to judge him. It is best for the pupil to turn in his rating on himself on the same scale that his associates or raters used, rather than to depend upon longer self-analysis forms which are designed primarily for another purpose.

It must be remembered that a rating on aspects of personality, however refined the methods of obtaining may be, is still subjective in character. A reliable and valid objective measure is always preferred. However, adequate objective measures in this field are not yet available.

Moreover, there are difficulties in using the scales that are available with large numbers of pupils. Since a careful estimate is better than no measure at all, it seems likely that for some time at least, the rating scale will play a larger part in providing data concerning personality traits which are needed for use in counseling students than other types of techniques.

Important as academic accomplishments are, they alone are not adequate criteria for the evaluation of a person in the different social and economic groups of our social order. Society has lost the benefit of many great minds because these individuals lacked the personality qualifications necessary to gain an opportunity to show their real abilities. The cost of labor turnover in business and industry has been and still is tremendous because of personality difficulties among employees. Due to these facts employers are becoming more and more insistent that the personality of applicants be given a great deal more consideration. Intelligence is one of the most important single factors to be considered, but it alone is not enough. Other factors enter into the evaluation of an employee, of which personality is the most important.

Psychological research has demonstrated that personality is genetic, and that it develops throughout one's life. As yet however, not much time and effort have been placed on the direction of its development in our school programs. Because of the recognition of its importance

in society, much more thought must be devoted, more time and effort must be spent, and undoubtedly will be spent on the development of personality in relation to the apparent standards and needs of society. In order that such an objective may be reached, there must be a thorough understanding of the nature of personality, by the counselor and to some extent the individual being counseled. On the basis of this general understanding, an evaluation should be made of the personality of an individual.

THE NEED FOR A NEW AND SIMPLER INSTRUMENT FOR THE EVALUATION OF PERSONALITY

There is definitely a need for a new and simpler instrument for the exploration of personality. After surveying the literature, it seems that such an instrument would be most useful in the form of a rating scale. Such an instrument should be constructed with inter-dependent traits so that a picture of the total personality may emerge. This instrument should be so designed that it could be used by both the individual when rating himself and by his associates when rating him. It should be short, easy to administer, easy to score, reasonably reliable and valid. Each investigated trait must be well defined. The scale preferably should lend itself to a profile representation of the results. Such an instrument is needed not only in schools and colleges, but also in business and industry.

The purpose of this study is to construct a scale that attempts to fulfill these needs and that lends itself to interpretation by counselors and students who are not necessarily trained in the evaluation of personality.

The next chapter is concerned with the nature of personality. This includes a system of approach to the development of personality, different definitions by authorities dealing with the nature of personality, and the use of different rating scales for the evaluation of different aspects of personality. Following this in the subsequent chapters will be found a detailed description of the method of operation of the scale, the use that has been made of it up to the present time, and tentative results and conclusions from the application of this Personal Rating Scale in the field.

CHAPTER II

NATURE OF PERSONALITY

The nature of personality is still not thoroughly understood. It is a problem of many angles and approaches, the solution of which lies in the future. Personality is so complex, however, that every legitimate method must be employed in its study. First we must observe and then interpret the significance of personality. There is much evidence to indicate that we can assist children by presenting more adequate stimulation toward desirable characteristics in the growing personalities of these children. Counselors and teachers who wish to assist children in developing wholesome personalities should possess those personality qualities which characterize men and women of stability and of fine social vision.

Desirable personalities can be acquired. All reasonably normal individuals can, if they have sufficient incentive or goal, learn the social skills that give proper direction to energy and at the same time satisfy the deeper needs of life. We evaluate a person's personality on the basis of the skill with which he carries on his human relationships. A total personality, according to Lewin [1]

1. K. Lewin, Principles of Topological Psychology, New York: McGraw-Hill Book C., 1936, p. 218.

can be considered objectively as a Gestalt; a Gestalt being defined as a "system whose parts are dynamically connected in such a way that a change in one part results in a change of all other parts." Such a topological treatment of personality brings the concept within the domain of the "field-theory", which endeavors to treat any psychological phenomenon in relation to its total setting. Roughly stated, the field-theory of behavior regards the total environmental setting as well as the inner structure of the person as decisive in the shaping of conduct.

A child is born with his personality integrated but relatively undifferentiated. Because integratedness is a constant appearing in the beginning, the dynamic educative process is to PRESERVE integratedness that is already present and to direct the expansion and the differentiation of personality as the child grows older. An example of differentiation of behavior patterns can be easily observed in a growing child. When he is only a few months old, about all we can note is that he eats, sleeps, and moves his arms and legs, and is a great deal like all other babies of the same age. At the age of three he begins to show characteristics somewhat different from those of other three-year-olds. He may be self-sufficient in his play while another child needs to be amused by others; he may be aggressive, active and happy, each one of which may be in direct opposition to those traits found in another child of the same age. By the time he is six, he

has more distinguishable characteristics than were shown at the age of three. Now he may begin to show signs of leadership, cooperativeness and social adjustment. By the time age twelve is reached, we can distinguish more definite patterns of adaptability, initiative, and dependability. Such differentiation continues on through age eighteen and adulthood and at the same time behavior patterns become more and more differentiated and complex. Such complex behavior patterns become so differentiated that we are able to give them common trait names which make it more convenient to compare individuals.

SYSTEM OF APPROACH

In accepting the above viewpoint, it logically follows, in order to consider the nature of personality, one must start with the individual as a dynamic whole capable of growth and of change. Environmental factors play a large role in the development of an individual's personality. The writer sees before her a globe representing the whole world of living and non-living things and from this emerges a vision of human beings spotted all over this world; no one type in particular - just a mass of human beings. A recollection of travel throughout some of the countries represented on this globe, brings to mind certain different patterns of culture. The personality pattern of the people of one country was markedly different from that in another, even though all, we are told, come from the same

ancestory. Each race looks, dresses, thinks and acts differently, yet at the same time characteristics of the whole class of the human race are maintained. In other words each race carries with it distinguishing characteristics of which we are all aware and at the same time preserves the general characteristics of the human being. Considering one country such as the United States, it is apparent that groups of people living in the South have slightly different characteristics from those of the North, and so on geographically. Within one of these groups we see smaller groups of people, differing from each other until we come to the community with its particular social groups. Within one of these social groups, we reach the individual and find that he possesses certain characteristics which make him different from all the other people. The environmental forces affecting an individual living in a large city, such as New York City, are in direct contrast to those forces affecting an individual living in a small Mid-Western town. In the city the fast movement of pedestrians, the cramped living conditions, the speed of the transportation, the vastness of it all - cause tensions which have a definite effect on the personality of an individual living day after day in such an environment. He gives the appearance of an unhappy person, constantly pushing himself here and there when pushing is not necessary. His speech is quick, snappy and terse. Acts of friendliness seem to be lacking even with very intimate friends, because of the mixture of so

many people that are exponents of evil motives both economically and morally. A person living in a smaller town, where there is plenty of open country, comfortable and attractive homes with lawns, no crowds to hurry him along, seems to reflect this mode of life in his personality. He gives the appearance of a happy individual going about his daily business with a normal amount of speed, taking time to extend a plesant greeting to whose with whom he comes in contact, speaking in tones that are calm, sincere, and pleasing to his associates. There is a genuine friendliness about him as he goes about his daily tasks that seems to be lacking in the personality of an individual living under stress and strain of a large city.

A child living in a home where sympathetic understanding, love, recognition, intellectual and social stimulation prevail among its members, reflects this type of living in his personality. The reverse home environment is also reflected in the personality of a child. For instance, if a child comes from a home where nagging, submission, lack of education or an appreciation of its values, or a lack of social graces prevails, then such patterns of living have a direct effect on his total personality. In the first case the child will usually be sympathetic toward his comrades, will show a greater understanding of their wants and desires, and a keener appreciation of their rights and privileges, while the other child, who has a reverse home environment, will show tendencies of greater selfishness, he will "fight for" that which he feels he wants

with little consideration for his friends, and the "survival of the fittest" will tend to be his motto. These are just typical cases representing the general picture of a total personality not only of children but also of adults.

Because social environment is recognized as such a dynamic factor in the development of the whole personality, counselors and teachers must look to a change in the environment of a child as one means of effecting a change in the total personality of this child. "The constantly shifting interaction between environment and the individual must be examined before the personality in its unique manifestations can be fully appraised. Among the factors contributing to personality patterns, the impact of the cultural milieu and the social stratum is influential in shaping its participants in terms of language, values, social behavior, and knowledge."[1] The system of approach to this problem of developing an acceptable personality is organismic which may be described as the interaction of the forces of environment and the whole individual.

1. Peter Blos, The Adolescent Personality New York: D. Appleton-Century Co., 1941 p. 7

SOME DEFINITIONS OF PERSONALITY

Counselors need, with a system of approach, an acceptable definition of personality that is simple and usable, yet dynamic. The term "personality" is one of the most abstract in our language. The use of this term in any context is seldom challenged. It is used by journalists, newspaper men, doctors, lawyers, philosophers, psychologists--all these persons are capable of using this term because it is so versatile. Articles are written in newspapers, magazines, and books of all types, many of which depreciate the term but at the same time find it useful. Some of the historical concepts of "personality" are psychological and some are not. The following is a digest of Allport's treatment of the historical conceptions of the term "personality."[1]

The first historical conception starts with the classical Latin "persona" followed by the theological, philosophical, juristic, sociological, and psychological meanings. Under the psychological meanings that are generally accepted by the present authorities are found the following groups of definitions:

1. Integrative and Configurational Definitions

   This type of definition stresses the organization of personal attributes.

1. W.A. Allport, Personality-A Psychological Interpretation, New York: Henry Holt & Co., 1939 pp. 24-48.

2. Hierarchical Definitions

These are known by various levels of integration or organization with the innermost self and the idea of combination of traits. Many authors have treated personality as levels or layers of dispositions, usually with a unifying or integrative principle at the "top."

3. Definitions in terms of Adjustment

Biologists and behaviorists are inclined to view personality as an evolutionary phenomenon, as a mode of survival. Therefore personality to them is the "whole-organism-in-action."

4. Definitions in terms of Distinctiveness

Schoen writes[1], "If all the members of any social group acted alike, thought alike, and felt alike, personality would not exist, and proposes as his definition:

> "Personality is the organized system, the functioning whole or unity of habits, dispositions and sentiments that mark off any one member of the same group."

A similar definition is Wheeler's[2],

> "Personality is that particular pattern or balance of organized reactions which sets the individual off from another."

1. M. Schoen, Human Nature: How It Grows and How It Operates, New York: Harper & Bros., 1931, p. 397

2. R.H. Wheeler, The Science of Psychology, New York: Thomas Y. Crowell, 1940, p. 34.

Allport uses the survey of definitions he has made as a frame of reference for his own definition of personality. He uses those conceptions that ascribe to personality a solid organization of dispositions and sentiments, those that refer to the style of life, to modes of adaptation to one's surroundings, to progressive growth and development and to distinctiveness. He starts with the terse expression, "personality is what a man really is" and amplifies it:[1]

> "PERSONALITY IS THE DYNAMIC ORGANIZATION WITHIN THE INDIVIDUAL OF THOSE PSYCHOPHYSICAL SYSTEMS THAT DETERMINE HIS UNIQUE ADJUSTMENTS TO HIS ENVIRONMENT."

Allport claims that this definition represents good psychological usage and that it contains the points stressed by the hierarchical, integrative, adjustive, and distinctive classes of definitions.

Henry A. Murray in his book, Explorations of Personality reports the procedure and results of the workers at the Harvard Psychological Clinic with fifty college men. In this report he states that he and his co-workers set up as a guiding thought that:

1. W.A. Allport, Personality - A Psychological Interpretation, New York: Henry Holt & Co., 1939 p. 48.

> "personality is a temporal whole and to understand a part of it, one must have a sense, though vague, of the totality."[1]

The American Psychiatric Association and Social Science Research Council accepted in 1930 the following definition of personality:

> "Personality is an integrated system of the individual's habitual attitudes and behavior tendencies thus representing his characteristic adjustments to his environment."[2]

Although habitual behavior undoubtedly contains personal meanings quite important to the individual himself, it was held by this group that such objective and intangible factors as ideas, beliefs, feelings, and aspirations are commitants of the individual's personal encounters with other individuals. Obviously the appraisal of a personality is based primarily on behavior and on the role and status a person occupies in a group or in a society. This consideration led this group of scientists to emphasize the social aspect of personality and to define it briefly thus:

> "Personality is the individual's social stimulus value."[3]

1. Henry A. Murray, Explorations in Personality, New York: Oxford University Press, 1938, p.4

2. American Psychiatric Assoc. & Social Science Research Council, Proceedings, Second Colloquium: Personality Investigation, Johns Hopkins Press, 1930, p. 70

3. Mark A. May, Psychology at Work, Chapter IV "The Foundations of Personality" New York: McGraw-Hill Book Co., 1932 pp. 81-101.

The writer proposes on the basis of the above review the following simple but practical helpful definition:

PERSONALITY IS THE INDIVIDUAL'S UNIQUE PATTERN OF BEHAVIOR AS JUDGED USUALLY FROM THE SOCIAL POINT OF VIEW.

This definition contains the distinctive classes of definitions and represents a synthesis of contemporary psychological usage and at the same time is phrased in such a way that it should prove to be a practical guide for people working in the field of Guidance who are constantly coming in contact with immature students not qualified to follow through the more technically phrased definitions of some of our leading authorities.

ASPECTS OF PERSONALITY

Personality, according to Brown[1], is the pattern or configuration of the individual personality traits, which in themselves are largely determined by the structure of the field underlying the individual's membership-characters. Personality is not a constant thing but changes radically with changes in the field. Personality traits, and thus personality, develop from the way in which individuals

1. J.F. Brown, Psychology and the Social Order, New York: McGraw-Hill Book Co., 1936 pp. 254-56.

meet blockages in the psychological field. The personality starts with little differentiation with regard to person and reality. Differentiation occurs in response to blockage: "richer" personalities are developed through the successful meeting of many blockages. Following is a case of how an adolescent girl meets her problem of appearance:

School dances come and go yet Mary is never asked to attend these dances by any of the boys. At first she gives the impression that she is not interested in dances, she makes fun of her friends who are attending, she pretends that she hates boys, and yet the time comes when she makes it a point to drop in the counselor's office and soon it is discovered that Mary would like to go to dances, receive the attention of boys the same as other girls of her age. It is evident to the counselor that one of the possible causes of this girl's unpopularity at school is the lack of a good appearance. At first, when the problem of appearance was discussed, Mary was very resentful, furious at the counselor, and simply refused to face the facts. Gradually over a period of time with the assistance of the guidance counselor, Mary was helped to meet the blockages within the field. Finally she was in command of the situation, faced the problem squarely, changed her appearance to meet the socially accepted standards of her group, the result of which brought her popularity among her school mates. After experiencing the effect of these new patterns

of behavior she became a much more interesting and happier individual with a "richer" personality, having met certain blockages within the field successfully. This is a simple example of the way in which the structure of the field determines the personality traits of the individual.

The individual is not a conglomeration of traits but is a functioning totality, and an understanding of the whole is a prerequisite to a proper evaluation of any selected detail. Selected details are those aspects of personality in respect to which most mature people within a given culture can be compared. Each trait is always a fusion of habits and potentialities. They rest on an evolutionary and cultural logic and are susceptible of genetic, analytical, and experimental study in the laboratory, clinics and elsewhere.

Trait names are symbols socially devised from ethical, cultural, and psychological interests for the naming and evaluation of differentiated human qualities. A trait-name covers the same in one person as it does in another person, but strictly speaking, the trait is never exactly the same in two different human beings, nor does it necessarily occupy the same place in the total personality. Comparison of individuals is one of the parts of a scientific study of the psychology of the personality. Equally important is the understanding of the individual case and determining the individual's development. Semi-separate

traits are the most reasonable units for use in the psychological exploration of personality. Variable though they are, still in every mature personality certain central traits can normally be identified.

The trait names that are selected should be used with caution. They should be broad enough so that it is easy to think of them as wholes or systems of behavior. Taking the trait names that have been selected for use on the Personal Rating Scale, details of which are found in Chapter III, let us see how they represent an individual's unique pattern of behavior as judged from the social point of view and how they are interrelated with one another producing acts of behavior which are quite easily recognized as a person carries on his daily living.

Taking the common trait APPEARANCE- generally a person wants to be recognized by his associates as one who dresses neatly and in good taste in accordance with the present mode or style. They know the importance of physical attractiveness and HEALTH and VIGOR as means of gaining recognition and approval from their associates. Such recognition and approval gives them more SELF-CONFIDENCE not only in knowing that they are well dressed, but self-confidence in their work as well. The writer has observed many employed persons suddenly becoming "fed-up" with their work, their associates, and their surroundings. Just everything seemed to go wrong. In the case of a woman the first opportunity she has, perhaps at the noon hour,

she goes shopping and whether she can afford it or not she buys herself a new dress, hat, shoes, or gloves. She dons this new outfit and goes back to work. On entering the building she is recognized as different; compliments are paid on her new outfit and almost as if by magic, a new personality has emerged. Change of the structure of personality is not really so simple as this but appearance is a dynamic trait and because of the interrelation of this trait with all other traits the change of this single trait will change all other traits.

Often such a beginning is followed by greater self-confidence not only in appearance but also in the abilities of this person. INITIATIVE expands in the work that lies ahead of her. Even her facial expression changes to that of a happy, cheerful, and alert being. With this self-confidence and initiative comes a desire and willingness to work agreeably with others. She takes suggestions and criticisms with less skepticism and shares the give and take of her social group--all of which is nothing more nor less than COOPERATION. In order to cooperate to the fullest extent such a person soon finds that she is meeting the situations at hand and adjusting to new situations. A common trait name for such behavior could be called ADAPTABILITY. Throughout all this inner-chance acts of COURTESY seem to become more pronounced. She is more thoughtful not only of elders but of friends and associates and shows evidences of handling situations in a more

INTELLIGENT manner. New problems become a challenge and she meets them with ENTHUSIASM and INDUSTRY. She seems to be more interested in other fields, new goals are set up and a vigorous pursuit is made toward them. The work entailed is accomplished with promptness and thoroughness. Loyalty to her superiors and organizations grows and faithfulness to friends and ideals develops so that the trait DEPENDABILITY is soon noted in this changing personality. Experiences, knowledge, ideas, and feelings are more easily EXPRESSED after she has successfully met the blockages within the field structure. The number of friends and acquaintances increased and different groups and clubs desire her as a member. She gains an appreciation for and an interest in other peoples' interests and problems and gets along well with all kinds of people. In other words, we could say that she is EMOTIONALLY STABLE and SOCIALLY WELL ADJUSTED. She enjoys a larger group of interests, sports, and hobbies through her larger number of acquaintances and thus her field of INTERESTS AND APTITUDES is expanded.

The common trait "appearance" was selected merely as a starting point. Any one of the other common traits might be the first, but the interrelation would have been the same, weaving in and out, first one and then the other, all a part of a complicated pattern. Where one trait starts and the other begins, no one knows. These dynamic patterns of behavior can only be roughly classified into

systems and when blockages within the field are successfully met richer personalities seem to be developed. A unique pattern of behavior is more readily acceptable when it is in harmony with the standards of the present day society. Growth of personality can take place through education by helping individuals to meet blockages more successfully within the existing field structure.

THE USE OF RATING SCALES

Interdependent traits can be estimated somewhat successfully by the use of rating scales. Symonds in his book, Diagnosing Personality and Conduct, gives a detailed account of different Rating Methods.[1] Rating Scales may be grouped under two general classes: (a) ranking scales and (b) scoring scales. The following is a digest of Moore's Classification of ranking and scoring scales:[2]

Ranking Scales

Ranking scales usually call for some specific order in grading people or traits from poor to excellent. They are used mostly among persons who know one another well or

1. Percival Symonds, Diagnosing Personality and Conduct, New York: The Century Co., 1931 pp. 41-115.

2. Herbert Moore, Psychology for Business and Industry New York: McGraw-Hill Book Co., 1939, pp. 208-228.

for the purpose of measuring an individual's attitude toward an issue. They were originally used by Cattell[1] as a means of selecting his candidates for American Men of Science and American Psychologists. Thurstone has been using them lately in his attempt to devise scales for measuring public attitude of the people toward blue laws and prohibition. The advantages of these scales are their concreteness and definiteness. They avoid the "halo" effect and the immediate emotional reactions. Their disadvantages are that it is difficult to put groups of people in rank order when little is known about them, and it is difficult to put an individual in rank order in any type of situation. For instance, it is nearly impossible to give rank position to the members of a college class, despite the record of quizzes, term papers, and conferences, and if less is known about the students in these classes, then such a method as ranking scales is a waste of time.

Scoring Scales

These scales can be used when a single individual or trait is to be tested. Judgments which are made place an individual or trait on a scale of already defined steps.

1. J.M. Cattell, "Statistics of American Psychologists," American Journal of Psychology, 14: 310-328, 1903.

If ratings of a group are desired then the rater can rate only those whom he knows well and feels qualified to evaluate. There are two types of scoring scales with several divisions of each. The following table groups those types that are more frequently used:

Types of Rating Scales

Scoring Scales

Simple	Weighted
1. Paired comparisons	1. Point
2. Questionnaire	2. Frequency
3. Multiple reaction	3. Graphic

Simple Scoring Scales have a number of items, each of which has two or more words or phrases, one of which is to be selected as characteristic of the person being rated. The three methods most often used are:

1. Paired Comparisons Method

Under this method a list of contrasting pairs are given from which the rater is to check one which is most fitting of the person he is rating. Thurstone in his study of social values,[1] used this system. The National Institute of Industrial Psychology uses this method regularly in their vocational guidance program. Illustrations

1. L.L. Thurstone, "The Method of Paired Comparisons for Social Values," The Journal of Abnormal and Social Psychology, 21: 384-400. 1927

of such pairs are:

Sociable	Unsociable
Frank	Reserved

The advantage in the use of this form is that it gives an opportunity for the subject to make an estimate of himself and then be able to compare it with the judgment of others. The main value, because of the subjectiveness of this method, is that it provides definite issues on which remedial measures may be suggested. It is difficult to score the results from this type of scale because of its subjectivity.

2. The Questionnaire Method

This method is very old and during the first World War Woodworth systematized it with his famous P.D. Scale.[1] Usually the questionnaire takes the form of true-false or yes-no. There seem to be more disadvantages to this method, even though extensively used, than advantages. Many times a person resents answering too personal a question, or the person does not know the answer. It is often very difficult to give a categorical "yes" or "no" to many of the questions asked.

3. Multiple-Reaction Scales

These scales are in a form of a statement concerning an issue or a situation and after each a number of

1. S.I. Franz, Handbook of Mental Examination Methods, New York: The MacMillan Co., 1920, pp. 170-176.

alternative solutions are given, one of which is to be checked. This form has a wide use in achievement testing. This form is interesting and has some diagnostic value; however, it is difficult to take by those with limited intelligence because such a form confuses the subject.

Weighted Scoring Scales has for each item a definite numerical value based on a certain chosen range or a statistically weighted value. The most common types are as follows:

1. Point Scales

A number of items are given on the scales and an arbitrary value is given. One of the earliest forms of this type of scale was the man-to-man scale, originally developed by W.D. Scott at the Carnegie Institute of Technology for the purpose of selecting salesmen, and later adapted to the Army demands in selecting officers. Many forms of this scale have been developed since this time for a variety of purposes. The following is the way in which it was used in the Army for selecting officers: The qualities were defined and each quality was given a range of values. It was thought that an Army officer should possess physical qualities, intelligence, leadership, personal qualities, and general value to service. Leadership was interpreted as the possession of initiative, force, self-reliance, decisiveness, tact, ability to inspire men and

to command their obedience, loyalty, and cooperation. The candidates were placed in five groups on each quality: the highest, 15; high, 12; middle, 9; low, 6; lowest, 3; and the total of a candidate's score on all five qualities helped to decide his rank.

2. Frequency Scales

Under frequency scales the trait under consideration is looked upon as being distributed in the normal population according to the frequencies of the normal probability curve. Each trait is divided on the basis of five units with about seven per cent falling at the extremes, twenty-four per cent falling in the Above and Below of the average groups, and thirty-eight per cent in the average group. An illustration of this scale is the one devised by Seashore[1] to estimate students' capacity to do graduate study. In this scale he lists ten qualities: reasoning power, originality, memory, accuracy, application, alertness, cooperation, moral attitudes, health, zeal for investigation. Each of these traits is defined, and the rater is asked to check the level to which the candidate belongs for each trait. An illustration of this form follows:

1. C.E. Seashore, "Frequency Scale to Estimate Students Capacity to do Graduate Study," Iowa City: Extension Division, University of Iowa.

Alertness:

Quick, incisive and responsive observation, thought, and feeling.

A	B	C	C-	D	E
10%	20%	20%	20%	20%	10%

The disadvantages of this type of scale are: the use of abstract terms, the "halo" effect, and the analysis of a capacity into hypothetical elements. The selecting of the rater is all-important if this type of scale is to have any value.

3. Graphic Rating Scales

In these scales the trait to be rated is defined, and at several points on the four or five inch line descriptive words or phrases appear. The rater is asked to check the point on the line which most closely corresponds with his impression of the subject's possession of the trait. In case of the numerical rating scale, the rater is asked to estimate the degree to which the person rated possesses each trait under consideration and to indicate the degree on a numerical scale ranging from one to three, or one to five; one to seven, or one to ten, depending on the number of points in the scale, representing the highest degree. The advantages of such graphic scales are:

1. They are interesting so not motivation is needed.
2. They are simple and easily understood.
3. They are quickly filled out.
4. They free the rater from direct quantitive terms.

5. They give the rater a chance to make fine discriminations.

6. They allow comparable ratings.

7. They permit the use of a scoring method which can be altered at will.

Some of the disadvantages are:

1. They deal with abstractions that mean one thing to one rater and another to a second.

2. One or two experiences may affect all others.

3. Some important issues may be put on a par with minor issues.

4. It is hard to make adverse judgments.

5. It lends itself to a "halo" effect.

It is the writer's belief that the Personal Rating Scale that has been devised in this study (pp. 47-54) has all the advantages stated above. As to the disadvantages listed, the writer hopes that she has to some extent eliminated them on her scale. Abstractions that mean one thing to one rater and another to a second have been minimized by using the common trait names, by giving a simple definition supported by phrases equally simple, and by complete directions for giving the scale to either a group of people or to a single individual.

Referring to the second disadvantage listed, it is believed that because the individual being rated has the opportunity to chose and is guided in choosing persons "who know him well and whose opinions he respects", he will not select as raters those who would allow one or

two experiences to affect their judgment on all the different traits appearing on the scale.

In relation to the third disadvantage, the circling and underlining of different aspects in each category tends to keep a rater from putting certain important issues on a par with minor issues.

One way to avoid adverse judgments from being made is to take away from the scale the numerical evaluation and to substitute descriptive words for each of the five divisions on the linear scale. This also tends to do away with the "halo" effect so often quoted as a decided disadvantage. The "average of the five raters" also helps to eliminate, somewhat, these last two disadvantages.

Considering all the types of rating scales, the writer believes that the graphic rating scale has more possibilities for use in schools and colleges than any of the other types. There is no doubt today about the value and effectiveness of a well-constructed rating scale. It has become an integral part of personnel work, and is used more widely than any other tool that has been the product of psychological research.

New techniques are needed in order to study individual traits so that a picture of the total personality may emerge. Colleges and schools, as well as business and industry, need a technique such as a graphic rating scale that is short, easy to administer, easy to score,

rather simple to interpret, reasonably reliable and valid; that can be used by both the person when rating himself and by his associates when rating him. This scale preferably should lend itself to profile representation of the results so that a picture of the total personality may be represented by a line graph. In the next chapter the writer presents a Personal Rating Scale which, it is hoped, will include some of these prerequisites.

CHAPTER III

A PERSONAL RATING SCALE AS A GUIDANCE TECHNIQUE

DEVELOPMENT OF A PERSONAL RATING SCALE

The general plan for the construction of a Personal Rating Scale was to group together interrelated aspects or traits of personality that were considered important in evaluating personality by a number of graduate and senior students in the summer session of the University of Kansas.

During the 1941 summer session, 137 forms such as the example found on page 35 were given to members of classes in psychology, philosophy, and education where study was being made of the nature of personality. Most of these students had had teaching experience in elementary or secondary schools in Kansas, Missouri, or other adjoining states of the Middle West. Other students had had clinical experiences dealing with problems of evaluation and development of personality. They were asked to list on these forms different traits that they thought were important when evaluating or judging an individual's personality. Out of the 137 forms given out in these classes, 103 were filled out and returned. Ninety-five

SAMPLE OF FORM USED TO SECURE
LIST OF PERSONALITY TRAITS

Name : _____

Address : _____

Profession or Occupation : _____

* * * * * *

List the traits which you think are important to consider when judging an Individual's Personality.

---

were usable for this study; the 8 not used were either too abstract, vague, or not pertinent to the study of personality.

These 95 persons who responded and whose reports were accepted, were mainly teachers and principals of elementary and secondary schools, and students. The tabulation of the general classes of these people is found on page 37. It will be noticed that most of them are teachers, including college professors, instructors, assistant instructors in psychology, philosophy and education; high school and elementary teachers and principals; and students. In every case, with the exception of one, the forms were given out during the regular class period and time was allowed for them to fill out the form without discussion with their fellow students. In this way it was hoped to get more independent judgment from each member.

Each aspect or trait of personality listed by these persons as important in evaluating personality was put on a card. Altogether 1163 traits were reported, of which 16 were impossible to use, such as background, environment, ideology, married or single, etc. Because many of the 1147 traits reported were the same, similar, or related, it was possible to arrange them generally into categories. In no sense did the writer consider these categories entities within themselves. A great deal of overlapping appeared and it was difficult to find a blanket name or

General Classifications of persons responding to the questionnaire on "traits important when judging an Individual's Personality."

Teachers		56
College	9	
Professors, Instructors, assistant Instructors in Psychology, Philosophy, Education, Music, Home Economics, etc.		
High School	42	
Guidance, English, Art, Social Science, Home Economics, etc.		
Elementary	3	
Kindergarten	2	
Students		17
Graduate and Undergraduate		
Principals		8
High School and Elementary		
Accountant		1
Advisor, Boys		2
Advisor, Home Service		1
Engineering, Electrical		1
Musician		1
Secretary		2
Social Worker		1
No Profession or Occupation stated		5
Total number of responses		95

a common trait name to cover the interrelated lesser systems or aspects of personality. The same difficulty was experienced in placing many of these lesser systems either in one category or the other. Often they seemed to belong to more than one. Such difficulties only substantiate the general underlying principle that if we separate traits or aspects of personality for examination purposes, we must do so with the full knowledge of their dynamic interrelationships. The number of categories was finally reduced to fourteen. They are: APPEARANCE, HEALTH AND VIGOR, COURTESY, COOPERATION, ADAPTABILITY, SELF-CONFIDENCE, EXPRESSION, DEPENDABILITY, INTELLIGENCE, INITIATIVE, ENTHUSIASM AND INDUSTRY, INTERESTS AND APTITUDES, EMOTIONAL STABILITY and SOCIAL ADJUSTMENT. The order in which these categories appear here is the order, that was finally chosen after consideration was given to their definitions and related sub-traits, which will be discussed a little later.

The interrelated lesser aspects of personality are listed below under the general trait-name for each of the categories.

Appearance

cleanliness
neatness of clothes
care of hair, nails and teeth; use of cosmetics;
facial expression
general appearance of being alert

Health and Vigor

vigorousness of action

Courtesy

thoughtfulness of elders, friends,and associates
respect for the property of others
his manners

Cooperation

how well he directs others, works with others and follows others;
how well he gets on with superiors, equals, and subordinates;
how he gives criticisms
how well he shares with others

Adaptability

way in which he adjusts quickly to new situations

Self-Confidence

courage in attacking new problems
faith in future accomplishments
feeling of security in familiar, strange and uncertain situations.

Expression

way in which he carries on a conversation with superiors and equals
clarity of speech and writing
use of gestures
quality of voice
vocabulary

Dependability

his promptness, accuracy, loyalty to superiors, organizations
his faithfulness to friends and ideals

Intelligence

his knowledge in his own field
general knowledge as of current events, politics and history;
alertness as to what is taking place around him

Initiative

originality
how well he makes plans and carries them out
his self-initiated activity

Interests and Aptitudes

breadth of interests
skill in music, art, mechanics, sports, hobbies, etc.

Emotional Stability

attitude toward real life situations
poise, consistency of reactions, freedom from emotional outbursts as in anger, enthusiasm and moodiness;
observances of accepted standards

Social Adjustment

has many friends and acquaintances
membership in groups and clubs
enjoys social games and dances
appreciation of other peoples' interests and problems.

The writer has added the following systems under their respective categories:

Health and Vigor

condition of skin, habits of eating and sleeping and regularity of attendance at school or work

Adaptability

how well he meets the situation at hand

Dependability

can he be depended on to be thorough in his endeavors

Intelligence

how quickly and thoroughly he does his work.

The tabulation showing the large categories used, the related aspects of personality, and the number of times each was mentioned by persons responding to the questionnaire is found on pages 41-44 and the rank order on page 44.

TABLE I

Aspects of Personality that were considered important in evaluating an individual's personality by a number of graduate and senior students in classes of psychology, philosophy, and education.

* * * * * *

	Times Mentioned	
APPEARANCE		83
appearance	31	
cleanliness	8	
neatness of clothes	9	
choice of clothes	6	
care of hair	4	
nails	3	
teeth	2	
use of cosmetics	2	
facial expression	7	
general appearance of being alert	11	
HEALTH AND VIGOR		49
health and vigor	39	
vigorousness of action	10	
COURTESY		83
courtesy	13	
thoughtfulness of his elders	16	
friends	16	
associates	16	
respect for the property of others	1	
manners	21	
COOPERATION		78
cooperation	35	
how well he directs others	9	
works with others	2	
follows others	7	
how he gets on with superiors	5	
equals	4	
subordinates	5	
how he takes suggestions	1	
criticism	2	
how he shares with others	8	

TABLE I (continued)

		Times mentioned
ADAPTABILITY		18
adaptability	12	
adjusts quickly to new situations	6	
SELF-CONFIDENCE		33
self-confidence	12	
courage in attacking new problems	11	
faith in future accomplishments	4	
feeling of security in familiar	2	
strange	2	
uncertain situations	2	
EXPRESSION		90
expression	29	
carries on a conversation with superiors	8	
equals	9	
clarity of speech	13	
writing	5	
use of gestures	3	
quality of voice	18	
vocabulary	5	
DEPENDABILITY		183
dependability	96	
promptness	8	
accuracy	4	
loyalty to superiors	39	
organizations	34	
faithfulness to friends	1	
ideals	1	
INTELLIGENCE		80
intelligence	57	
knowledge in his own field	3	
general knowledge as of current events.	2	
politics	1	
history	1	
alertness as to what is taking place around him	16	

TABLE I (continued)

	Times Mentioned	
INITIATIVE		67
initiative	20	
originality	5	
how well he makes plans	16	
carries on plans	14	
self-initiated activity	12	
ENTHUSIASM AND INDUSTRY		66
enthusiasm and industry	34	
active interest and participation in school activities	1	
sports	1	
hobbies	1	
clubs	1	
church	1	
other oganizations	1	
earnest and constant application to a task	14	
goal	12	
INTERESTS AND APTITUDES		33
interests and aptitudes	7	
breadth of interests	12	
skill in music	2	
art	3	
mechanics	2	
sports, etc.	3	
hobbies	4	
EMOTIONAL STABILITY		142
emotional stability	43	
attitude toward real life situations	9	
poise	22	
consistency of his reactions	6	
freedom from emotional outbursts as in anger	12	
fear	10	
enthusiasm	15	
moodiness	11	
observances of accepted standards	14	

TABLE I (continued)

		Times Mentioned
SOCIAL ADJUSTMENT		142
social adjustment	34	
has many friends and acquaintances	25	
membership in groups and clubs	4	
enjoys social games	2	
dances	2	
appreciation of other people's interests	43	
problems	32	
Total		1147

RANK ORDER

	Times Mentioned
Dependability	183
Social Adjustment	142
Emotional Stability	142
Expression	90
Appearance	83
Courtesy	83
Intelligence	80
Cooperation	78
Initiative	67
Enthusiasm & Industry	66
Health & Vigor	49
Self-Confidence	33
Interests & Aptitudes	33
Adaptability	18
Total	1147

Using the lesser aspects in each category, a definition was developed for the common trait name given to each of the fourteen categories. By so doing, it was hoped that there would be greater clarity and a more common understanding of the meaning of each category when such would be used in a rating scale form.

The above interrelated traits or aspects of personality were then arranged in the form of a rating scale with the name of the category followed by a definition, under which were arranged the lesser aspects of personality that were related to the particular group. A five inch scaled line was set to each category. This line contained five main divisions with a descriptive word assigned to each division. Ranging from left to right these words were poor, fair, average, good and superior. Ten smaller divisions were marked within each of the five main divisions. This seemed to be desirable so that one might be able to apply numerical evaluation for scoring purposes either in five large divisions or on the basis of fifty smaller divisions according to the purpose to which the scale might lend itself. Following are the examples of the two methods:

(1)

```
:.........:.........:.........:.........:.........:
   Poor      Fair     Average    Good    Superior
```

(2)

```
:.........:.........:.........:.........:.........:
:2468:2468:2468:2468:2468:2468:2468:2468:2468:2468:
0    1    2    3    4    5    6    7    8    9    10
```

General instructions were developed and all the above data arranged in folder form so that an individual could use the scale, not only for rating himself but also for those whom he wished to rate him. A copy of this Personal Rating Scale is found on pages 47-50.

The Profile from the Rating Scale was designed to present general information about the individual using the scale and for the tabulation of his ratings and of the five other persons whom he chose to rate him. Provision was made for graphing the results and for a tabulation of his assets and handicaps as judged by his raters. This Profile folder will be found on pages 51-54, and a copy of the Profile for use by the student or person being rated will be found on pages 55 and 56. Following these forms on pages 57-59 will be found directions for the administering of the scale to a Group of people and on pages 60 and 61 directions for an individual who uses the scale without the aid of a counselor.

The next step was to make a plan for the investigation of the use of the Personal Rating Scale for different age levels, such as high school sophomores, high school seniors, college students and adults outside educational institutions.

Self-Rating

PERSONAL RATING SCALE *

INSTRUCTIONS

Miss
Mrs. .....
Mr. (Name of Person Being Rated)

is seeking advice on the development of his personality and on his future occupation. He has been asked to get five *frank, sincere* ratings on several of his personality traits by those who know him well and whose opinions he respects. Will you favor him by following the instructions and then place this folder in the attached, self-addressed envelope and seal?

You can be most helpful by being *frank*. In *no* case will the person you rate see your rating. He will see only the average of the five ratings, without identification of any one of the five raters.

This information will help this student to see himself as others see him. You are asked to help him know his strong and weak points so that he may use his strength to the greatest advantage and correct his weaknesses.

An individual may differ greatly in the traits listed, rating high in terms of one and low in terms of another. Read with care the explanation after each trait. Following this explanation you will note a list of points to consider.

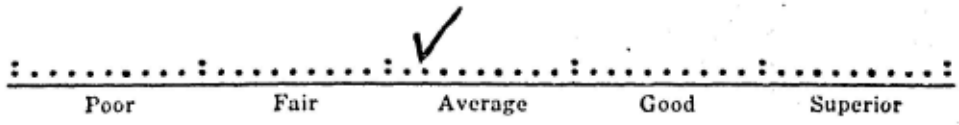
DO THESE THREE (3) THINGS . . . .

1. CIRCLE any points that he possesses in a high degree.
2. UNDERLINE any points that he seriously lacks.
3. CHECK on each scale at the place where this student, in your opinion, seems to belong.

For example:

COOPERATION: the extent to which he associates and works agreeably with others.

Consider how well he directs, works with or follows others; how he gets on with superiors, equals and subordinates; how he gives and takes suggestions and criticism; whether he shares with others.



* Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

RATING SCALE

APPEARANCE: the impression made on others as to neatness, physical attractiveness, posture and care of body, taste and appropriateness of dress.

Consider care of appearance as shown by cleanliness, neatness and choice of clothes; personal grooming as shown by care of hair, nails, teeth, use of cosmetics; facial expression; general appearance of being alert.

Poor Fair Average Good Superior

HEALTH AND VIGOR: the apparent condition of his health and the amount of energy displayed.

Consider condition of skin; vigorousness of action; habits of eating and sleeping; regularity of attendance at school or work.

Poor Fair Average Good Superior

COURTESY: kind and acceptable consideration of others.

Consider his thoughtfulness of his elders, his friends and his associates; his respect for the property of others; his manners.

Poor Fair Average Good Superior

COOPERATION: the extent to which he associates and works agreeably with others.

Consider how well he directs, works with or follows others; how he gets on with superiors, equals and subordinates; how he gives and takes suggestions and criticism; whether he shares with others.

Poor Fair Average Good Superior

ADAPTABILITY: the extent to which he adjusts to changing conditions.

Consider whether he meets the situation at hand and adjusts quickly to new situations.

Poor Fair Average Good Superior

SELF-CONFIDENCE: the belief in his own ability to solve most of the problems that he will meet—social, educational, business, personal, etc.

Consider his confidence in attacking new problems; his faith in future accomplishments; apparent feeling of security in familiar, strange or uncertain situations.

Poor	Fair	Average	Good	Superior

EXPRESSION: the effectiveness with which he conveys to others his knowledge, ideas and feelings.

Consider how well he carries on a conversation—with his superiors, with equals; clarity of speech and writing; use of gestures; quality of voice; vocabulary.

Poor	Fair	Average	Good	Superior

DEPENDABILITY: the manner in which he accomplishes those tasks and duties that are his to perform.

Consider promptness, accuracy and thoroughness; loyalty to superiors and organizations; faithfulness to friends and ideals.

Poor	Fair	Average	Good	Superior

INTELLIGENCE: demonstrated ability to cope with situations and to solve problems that he has met.

Consider how quickly and thoroughly he does his work; his knowledge in his own field; general knowledge, as of current events, politics, history, etc.; alertness to what is taking place around him.

Poor	Fair	Average	Good	Superior

INITIATIVE: readiness to formulate and to pursue new objectives independently.

Consider originality of ideas; how well he makes and carries on plans; self-initiated activity.

Poor	Fair	Average	Good	Superior

ENTHUSIASM AND INDUSTRY: intense interest in and vigorous pursuit of a certain objective or objectives.

Consider his active interest and participation in school activities, sports, hobbies, clubs, the church and other organizations; his earnest and constant application to a task or goal.

Poor	Fair	Average	Good	Superior

(Over)

INTERESTS AND APTITUDES: special lines of knowledge, activity and skill.

Consider breadth of interests; his skill in music, art, mechanics, sports, etc.; hobbies.

Poor	Fair	Average	Good	Superior

EMOTIONAL STABILITY: degree of self-control under varying circumstances.

Consider attitude toward real life situations; poise; consistency of his reactions; freedom from emotional outbursts as in anger, fear, enthusiasm, moodiness; observances of accepted standards of behavior.

Poor	Fair	Average	Good	Superior

SOCIAL ADJUSTMENT: the success he has in getting along with people.

Consider whether he has many friends and acquaintances; his membership in groups and clubs; whether he enjoys social games and dances; appreciation of other peoples' interests and problems.

Poor	Fair	Average	Good	Superior

WHAT IS YOUR RELATIONSHIP TO THIS INDIVIDUAL?

Relative..... friend of long standing.....

Have you had personal contact
with this individual in the last year.....about how many times .....

close friend..... acquaintance: long..... short.....

teacher..... class mate..... neighbor.....

club leader (outside of school).....

indicate any other relationship.....

Are you a male..... or female.....

under 21..... over 21..... over 40 .....

PROFILE FROM THE RATING SCALES

General Information

Fill in this page and the top of page three (3). Return with YOUR Personal Rating Scale.

Date.....194.....

1. Name.....2. Sex.....3. Race (color).....
(Last) (First)

4. Home address: Street.....Phone.....

City.....State.....

5. Birthdate: Year.....Month.....Day..... 6. Present Age. Years.....

7. Name of School (attending or last attended).....

8. School address: City..... State.....Phone.....

9. Still in school?..... 10. Course in school.....

11. Present grade in school (or grade last attended).
—(put a circle around the appropriate grade):

Grammar School: 1 2 3 4 5 6 7 8

High School: 1 2 3 4

College: 1 2 3 4 5 6 7

12. Name of advisor.....

13. If not a wage-earner, on whom dependent?.....

14. Occupation.....

15. Business address: City..... ..... State.....

16. Name of Employer.....

17. Religion..... 18. A church-goer?.....

19. Environment: (check) Urban.....Suburban.....Rural.....

20. Names of YOUR Raters Address Relationship to You

1.....

2.....

3.....

4.....

5.....

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY
of the
Personal Rating Scales

In applying numerical value to the fifty-point scale that appears after each trait, consider the first point at the left to be zero, and for each succeeding point up to the check mark made by the rater add two credits.

On this Summary sheet under the column headed "Own" should be placed the individual's estimate of his own rating for each trait. Then in columns 1, 2, 3, 4, and 5 place the estimates of the ratings made by the five raters. In the last column should be placed the average of the five raters.

	Own	1	2	3	4	5	Average of the five raters
Appearance	.....	.....	.....	.....	.....	.....	.....
Health and Vigor	.....	.....	.....	.....	.....	.....	.....
Courtesy	.....	.....	.....	.....	.....	.....	.....
Cooperation	.....	.....	.....	.....	.....	.....	.....
Adaptability	.....	.....	.....	.....	.....	.....	.....
Self-Confidence	.....	.....	.....	.....	.....	.....	.....
Expression	.....	.....	.....	.....	.....	.....	.....
Dependability	.....	.....	.....	.....	.....	.....	.....
Intelligence	.....	.....	.....	.....	.....	.....	.....
Initiative	.....	.....	.....	.....	.....	.....	.....
Enthusiasm and Industry	.....	.....	.....	.....	.....	.....	.....
Interests and Aptitudes	.....	.....	.....	.....	.....	.....	.....
Emotional Stability	.....	.....	.....	.....	.....	.....	.....
Social Adjustment	.....	.....	.....	.....	.....	.....	.....

PROFILE OF THE INDIVIDUAL

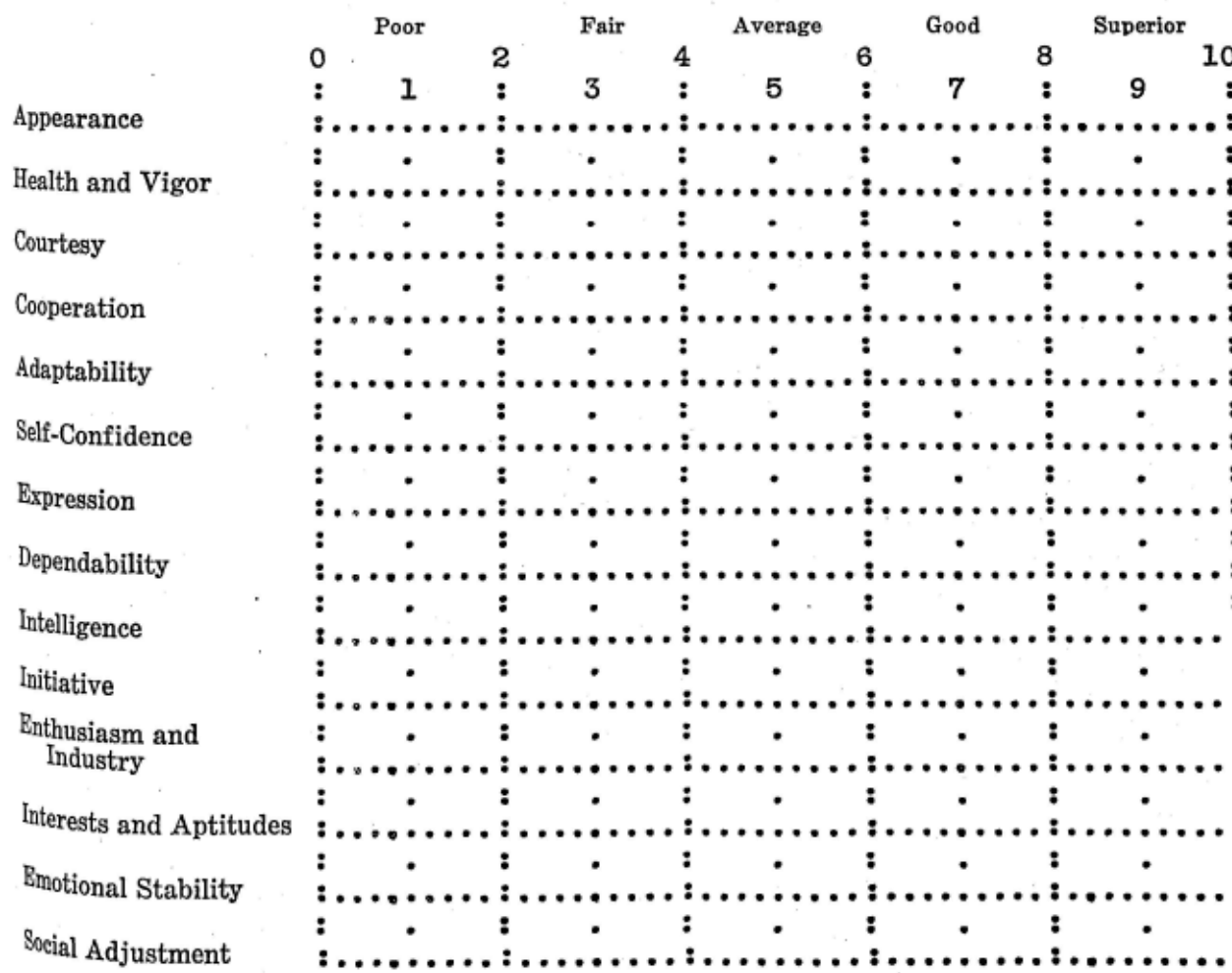
Name.....

Address.....

School or Occupation .....Address.....

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness		
neatness of clothes		
choice of clothes		
care of hair		
nails		
teeth		
use of cosmetics		
facial expression		
general appearance of being alert		
HEALTH AND VIGOR:		
condition of skin		
vigorousness of action		
habits of eating		
sleeping		
regularity of attendance at school or work		
COURTESY:		
thoughtfulness of his elders		
friends		
associates		
respect for the property of others		
manners		
COOPERATION:		
how well he directs others		
works with others		
follows others		
how he gets on with superiors		
equals		
subordinates		
how he gives suggestions		
criticism		
how he takes suggestions		
criticism		
how he shares with others		
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		
SELF-CONFIDENCE:		
courage in attacking new problems		
faith in future accomplishments		
feeling of security in familiar		
strange		
uncertain situations		
EXPRESSION:		
carries on a conversation with superiors		
equals		
clarity of speech		
writing		
use of gestures		
quality of voice		
vocabulary		

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness		
accuracy		
thoroughness		
loyalty to superiors		
organizations		
faithfulness to friends		
ideals		
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		
general knowledge as of current events		
politics		
history		
alertness as to what is taking place around him		
INITIATIVE:		
originality of ideas		
how well he makes plans		
carries on plans		
self-initiated activity		
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities		
sports		
hobbies		
clubs		
church		
other organizations		
earnest and constant application to a task		
goal		
INTERESTS AND APTITUDES:		
breadth of interests		
skill in music		
art		
mechanics		
sports, etc.		
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		
poise		
consistency of his reactions		
freedom from emotional outbursts as in		
anger		
fear		
enthusiasm		
moodiness		
observances of accepted standards		
SOCIAL ADJUSTMENT:		
has many friends and acquaintances		
membership in groups and clubs		
enjoys social games		
dances		
appreciation of other peoples' interests		
problems		

COPY

PROFILE OF THE INDIVIDUAL

Name.....

Address.....

School or Occupation .....Address.....

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.

	Poor		Fair		Average		Good		Superior	
	0	2		4		6		8		10
	1		3		5		7		9	
Appearance										
Health and Vigor										
Courtesy										
Cooperation										
Adaptability										
Self-Confidence										
Expression										
Dependability										
Intelligence										
Initiative										
Enthusiasm and Industry										
Interests and Aptitudes										
Emotional Stability										
Social Adjustment										

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness		
neatness of clothes		
choice of clothes		
care of hair		
nails		
teeth		
use of cosmetics		
facial expression		
general appearance of being alert		
HEALTH AND VIGOR:		
condition of skin		
vigorousness of action		
habits of eating		
sleeping		
regularity of attendance at school or work		
COURTESY:		
thoughtfulness of his elders		
friends		
associates		
respect for the property of others		
manners		
COOPERATION:		
how well he directs others		
works with others		
follows others		
how he gets on with superiors		
equals		
subordinates		
how he gives suggestions		
criticism		
how he takes suggestions		
criticism		
how he shares with others		
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		
SELF-CONFIDENCE:		
courage in attacking new problems		
faith in future accomplishments		
feeling of security in familiar		
strange		
uncertain situations		
EXPRESSION:		
carries on a conversation with superiors		
equals		
clarity of speech		
writing		
use of gestures		
quality of voice		
vocabulary		

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness		
accuracy		
thoroughness		
loyalty to superiors		
organizations		
faithfulness to friends		
ideals		
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		
general knowledge as of current events		
politics		
history		
alertness as to what is taking place around him		
INITIATIVE:		
originality of ideas		
how well he makes plans		
carries on plans		
self-initiated activity		
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities		
sports		
hobbies		
clubs		
church		
other organizations		
earnest and constant application to a task		
goal		
INTERESTS AND APTITUDES:		
breadth of interests		
skill in music		
art		
mechanics		
sports, etc.		
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		
poise		
consistency of his reactions		
freedom from emotional outbursts as in		
anger		
fear		
enthusiasm		
moodiness		
observances of accepted standards		
SOCIAL ADJUSTMENT:		
has many friends and acquaintances		
membership in groups and clubs		
enjoys social games		
dances		
appreciation of other peoples' interests		
problems		

GROUP

Directions for the Administering
of the
PERSONAL RATING SCALE

Give each person one package containing six envelopes one of which is marked in red "Self-Rating". In each envelope there is one PERSONAL RATING SCALE and in the envelope marked in red "Self-Rating" there is a PROFILE folder as well as the PERSONAL RATING SCALE which is marked in red, the same as the envelope, "Self-Rating".

Read the following to the group:

1. Take from the package of envelopes the one marked "SELF-RATING". In it you will find two folders. Take the folder headed "PROFILE FROM THE RATING SCALES" and fill out the General Information asked for down as far as the Heading: "Names of YOUR Raters".

2. On page three (3) of this folder fill in the blank spaces at the top of the page with your name, address, and school or occupation.

3. On the folder marked "PERSONAL RATING SCALE" and in red "SELF-RATING", fill in the blank space at the top of the first page with YOUR name.

4. On this same folder marked "PERSONAL RATING SCALE" read the INSTRUCTIONS AND the EXAMPLE to yourself as I read them aloud.

5. Turn over the page and start rating yourself on the different aspects or traits of Personality following the Instructions and the Example just read. These traits are found on pages two, three, and four (2,3, & 4.)

6. You have five other envelopes left in your package. In each you will find a folder like the one withwhich you have just rated yourself. Open each envelop and take out the PERSONAL RATING SCALE. Write your name in the space provided at the top and place it back in the envelop. Do this for all the five folders. When finished place an elastic band around the five envelopes.

7. Turn to the folder marked "PROFILE FROM THE RATING SCALES". At the bottom of the first page headed "Names of YOUR Raters" choose FIVE persons you would like to have rate you on the "PERSONAL RATING SCALE" and write their names, addresses, and relationship to you, in the spaces provided. These people should be persons whose opinions you respect and who know you well. The greater the care you take in selecting these people, the greater the value their results will be to you. Therefore select persons whom you feel will give their honest opinion and NOT those who will flatter you when such is not justifiable. You want an honest PICTURE or PROFILE of the effect your personality is making on those in your community in order that you may be encouraged with your strong points and at the same time decide what your handicaps are so that you may direct your attention to the improvement of them. Make a copy of these names so that you may use it for your own reference.

8. Place this folder marked "PROFILE FROM THE RATING SCALES" together with the folder marked "PERSONAL RATING SCALE" and in red "SELF-RATING" in the envelope marked "SELF-RATING". Seal this envelope and place your name and address on the upper left hand corner.

(Collect these envelopes before further instructions are given to this group.)

9. Take home your package of five envelopes containing each a PERSONAL RATING SCALE with your name on it. Tonight make a personal call on each of your raters. Go over the INSTRUCTIONS and EXAMPLE with them as I have gone over them with you. Ask them to rate you after you have left and then place the scale in the envelope and seal. Encourage them to give their frank opinion in order that you may know better what your strong points and your handicaps are so that you may improve your Personality. Ask if you may call the next evening for the sealed envelope containing the Scale, and if so what time would it be convenient for you to come. Make it a point to keep this appointment. Before accepting the envelope be sure they have sealed it. Never allow persons to rate you in your presence as it often affects the reliability of their estimates.

10. After you have collected the SCALE from your five Raters put an elastic band around these envelopes and return them to _____(designate person and place).

If your raters prefer to mail their SCALE directly to your counselor or school, be sure to furnish them with the necessary postage.

Announcement to the Group by the Administrator
of the
PERSONAL RATING SCALE

You will receive a copy of the results of the ratings made on the PERSONAL RATING SCALE by yourself and by the average of your five raters for each trait listed as soon as the information has been compiled. The results of this work are not for the files of this institution, but a piece of work which belongs to you to do with as you see fit. It is hoped that this PICTURE or PROFILE you receive may prove most valuable to you. It is intended to aid you in finding out how your Personality is affecting those with whom you associate.

(The following announcement may or may not be given)

(Counselor's name or -) I will be more than pleased to arrange time with any person in this group who wishes to talk over their findings with me after you have received the COPY of your PROFILE and perhaps together we can work out a procedure that will help you develop a more pleasing Personality which is so vital to the success of every human being both socially and economically.

Thank You

(3)

INDIVIDUAL

Directions for the Administering
of the
Personal Rating Scale

1. Take the folder marked "Profile from the Rating Scales" and fill out the General Information asked for down as far as the heading "Names of YOUR Raters."

2. On page three (3) of this folder fill in the blank spaces at the top of the page.

3. On the folder marked "Personal Rating Scale" and in red "SELF-RATING", fill in the blank space with your full name.

4. On this same folder marked "Personal Rating Scale", read information given on the first page and study the "example" carefully.

5. Turn over the page and begin rating yourself on the different aspects or traits of personality following the instructions and the example just read. Continue to page three (3) and then to page four (4).

6. Take five other folders marked "Personal Rating Scale" like the one on which you have just rated yourself and write your name in the space provided at the top of each one of them. When finished put each one in an envelope and write the name and address of your counselor on the outside of each one of the five envelopes.

7. Again take the envelope marked "Profile from the Rating Scale" and finish filling it in at the bottom of the of the first page headed "Names of YOUR Raters" the names of FIVE persons you would like to have rate you on the "Personal Rating Scale" with their addresses and their relationship to you. These people should be persons whose opinions you respect and who know you well. The greater the care you take in selecting these people, the greater the value their results will be to you. Therefore select persons whom you feel will give their honest opinion and NOT those who will flatter you when such is not justifiable. You will want an honest PICTURE or PROFILE of your Personality as it is effecting those in your community in order that you may be encouraged with your strong points and at the same time decide what your handicaps are so that you can direct your attention to the improvement of them. Make a copy of these names so that you may use it for your own reference.

8. Place this folder marked "Profile from the Rating Scale" together with the folder marked "Personal Rating Scale" and in red "Self-Rating" in an envelope and mark it "Self-Rating" in the lower left corner. Seal this envelope and place your name and address in the upper left corner. Hand this envelope to your counselor or the person in charge. You may wish to mail it to him.

9. Take home the package of the five envelopes containing each a Personal Rating Scale. Tonight, if possible, make a personal call on each of your Raters. Go over the Instructions and the Example found on the first page with each of your raters. Ask them to rate you after you have left, placing it in the envelope and seal. Encourage them to give their frank opinion in order that you may know better what your strong points and your handicaps are so that you may begin to improve your personality. Ask them if you may call the next evening for this envelope containing your rating. Make sure always keep your appointments. It would be wise and considerate for you to ask what time it would be convenient for you to call. Before accepting the envelope be sure that your rater has sealed it. Never allow yourself to be present when the rating is taking place. It tends not to give you the same results.

10. After you have collected from your FIVE raters their envelopes containing their ratings of you, put an elastic band around these envelopes and return them to your counselor. If your raters prefer to mail them directly to your counselor or school, be sure to furnish them with postage.

* * * * * * *

You will receive a copy of the results as soon as the information has been compiled on the "Profile" folder. The "Profile" is yours to do with as you see fit. It is hoped that the PICTURE of your Personality as it is affecting those with whom you associate will prove most valuable to you. If you are interested in improvement and development of your personality, take your Profile to your counselor and perhaps together you can work out a procedure which will help you develop a more pleasing personality which is so vital to the success of every human being in their social and economic living.

PLAN OF THE INVESTIGATION

Contacts were made to give the Personal Rating Scale to a group of W.P.A. Community Service Leaders in Emporia, Kansas; college students in the School of Fine Arts, University of Kansas; high school sophomores at Wyandotte High School, Kansas City, Kansas; high school seniors, Atchison High School, Atchison, Kansas; and high school pupils, Sharon High School, Sharon, Massachusetts.

The group of community service leaders included men and women ranging in ages up to sixty years. They met in August, 1941, to study qualities of leadership necessary for their type of work, and were given the Scale at this time. It was hoped that a comparison could be made of this group with other groups, as to their ability to judge themselves on different aspects of personality appearing on the Personal Rating Scale.

In the School of Fine Arts, professors of the Music Department were interested in developing aspects of personality of their students as it pertained to success in teaching Public School Music. Most of these students were juniors and seniors. During the month of November, 1941, the Personal Rating Scale was administered to these students.

At Wyandotte High School in the Fall of 1941, there were ten classes of Vocational Guidance for sophomore boys

and girls; five were for boys and five were for girls. (p. 65) On October 14, 1941, the Personal Rating Scale was given to all pupils of these classes and after about three months had elapsed, January 27, 1942, the Scale was repeated. The first set of results was tabulated immediately, and Profiles made of these results by the writer and her helpers. A copy of the Profile for each pupil was sent to the instructors of these guidance classes. From this time until the scale was repeated, three of the classes of boys and three of the classes of girls were given group counseling almost every day, using the traits on the Scale as a basis of class discussion.

The remaining two classes of boys and the two classes of girls, one counseled and one uncounseled of each sex were selected at random and given the BERNREUTER Personality Inventory in order to discover if there were any relationships between the scores on certain traits of the Personal Rating Scale and similar aspects on the Bernreuter Inventory.

The BERNREUTER Inventory has been extensively used and has stood as high in validity and reliability as any one of the instruments so far developed. The reader is referred to a review of research given by Donald E. Super[1] for verification of the validity and reliability of the Bernreuter Personality Inventory.

1. Donald E. Super, "The Bernreuter Personality Inventory, A Review of Research", Psychological Bulletin, Vol. 39, 2: 96 February, 1942

The control groups, or the uncounseled groups, were allowed to see their profiles, but as was said before, no group or individual counseling took place with the members of these groups. The reader is referred to a summay of class schedules of the counseled and uncounseled classes (p. 65) of boys and girls at Wyandotte High School.

CLASS PERIODS showing COUNSELED and UNCOUNSELED Groups of Sophomore Boys and Girls with notations of those in which were given the Bernreuter Personality Inventory and the number in each class.

Hour	Girls	Boys
2	Uncounseled N - 30	Counseled N - 39
3	Uncounseled (Bernreuter) N - 32	Uncounseled N - 29
4	Counseled (Bernreuter) N - 28	Counseled N - 32
5	Counseled N - 27	Uncounseled (Bernreuter) N - 34
6	Counseled N - 34	Counseled (Bernreuter) N - 30

The Personal Rating Scale was administered to the Atchison High School Seniors with the idea that this school, not having any guidance classes or any special guidance service, could be used as a control group to establish norms for high school seniors. The group was composed only of senior high school pupils. This group of seniors would permit also a comparison to be made with the general age level of sophomores, college students, and adults.

During the month of November, the Personal Rating Scale was administered to pupils, both boys and girls, at Sharon High School, Sharon, Massachusetts. This school was chosen primarily because it was a typical small high school, and outside the state of Kansas. This school has no established program of guidance. Each teacher gives what time he can spare from his regular teaching schedule to help individuals that come to him with their personal problems. A summary of the number of cases for these schools is found on page 67.

Each copy of the Personal Rating Scale was placed in an envelope with the name and address of the school in which the scale was being used. These envelopes were assembled in sets of six, a set for each pupil, one being marked in red "Self-Rating", and contained a copy of the Personal Rating Scale also marked in red "Self-Rating" and a Profile folder. This outer envelope was thus easily

TABLE II

SUMMARY of the NUMBER of CASES USED in this STUDY

These cases are grouped as they appear on the tabulation charts in Chapter IV.

Wyandotte High School			
Counseled Boys Hr. 6	30		
Counseled Girls Hr. 4	28		
Combined Counseled Boys and Girls Hr. 6-4		58	
Uncounseled Boys Hr. 5	34		
Uncounseled Girls Hr. 3	32		
Combined Uncounseled Boys and Girls Hr. 5-3		66	
Total Boys and Girls			124
Total of Counseled Boys and Girls Hr. 2-4-6; 4-5-6	190		
Total of Uncounseled Boys and Girls Hr. 3-5; 2-3	125		
Total Counseled and Uncounseled		315	
Classes 2-3-4; 2-5-6 (315-124)			191
Atchison High School Boys and Girls			97
Fine Arts Students			73
W.P.A. Adult Leaders Men and Women			42
Sharon High School Boys and Girls			19
Total number of different cases			546

distinguishable for the use of the person being rated and contained both folders with which he must work.

Each group using the Scale was furnished a copy of the Group Instructions (pp.57-59) which the instructors or guidance counselors used in administering these scales to their respective classes. After each person completed his own rating and had collected his raters' estimates, they were assembled and sent back to the investigator for tabulation and Profile representation of the results. In the cases of the W.P.A. leaders and the students in the School of Fine Arts, the address of the writer was used on the outside of the envelope and as these scales were received, they were filed until a complete set was received.

In applying numerical values to the line for each trait on the Personal Rating Scale, two points were given to each dot after the first one up to the check mark made by the rater. This made a 100-point scale, which provides an easier basis for comparing results statistically.

The second part of the plan of investigation of the Personal Rating Scale was through the use of a questionnaire sent to both counselors and students, who were to answer it on the basis of their observation and experience with the Scale. The questionnaire was planned in order to secure their reactions concerning whether the Rating Scale was a help in interpretation of personality

development, an aid in a guidance program, was easy to administer, easy to interpret, and if the Profile was representative of the individual's personality. These six ideas were put into question forms, (pp. 70-71) the answers of which were sought from those counselors who had had experience in using the Scale in their school or college.

Six students, who used the Scale, were chosen by the counselor or teacher in each school to answer similar questions. (p. 72) The answers from 5 counselors and 28 students from 4 different schools have been included in the Appendix.

The presentation of data and the interpretation of the results obtained from the use of the Personal Rating Scale in the different schools and with the Adult group, will be presented in the next chapter.

Questions to be answered by the Counselor

(1)

Will you answer the following questions on the basis of your observations and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of individuals using it?

2. Did it help with the interpretation of different individuals personality?

3. Was it an aid in your guidance or counseling program?

4. Was it simple to administer?

5. Did it lend itself easily to interpretation?

6. Do you feel that the Profile was representative of the individual's personality?

(over)

(2)

Please feel free to state exactly your reaction to the advantages or disadvantages in the use of this instrument by educational institutions.

Signature _____

Questions to be answered by the Student

From your experience in using the Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

2. Why did you like (or dislike) the Personal Rating Scale?

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

5. Do you think that the Profile will help you develop a more pleasing personality?

Thank you

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

OUTLINE OF DATA PRESENTED

The Personal Rating Scale was given to sophomore boys and girls in Vocational Guidance Classes in Wyandotte High School, Kansas City, Kansas, during the month of November, 1941. At the same time, the Bernreuter Personality Inventory was given to four of the ten classes. (p. 65) This was done so that comparisons could be made of the aspects of personality appearing on the Personal Rating Scale with similar aspects on the Bernreuter Inventory. In January, 1942, the Personal Rating Scale and the Bernreuter Personality Inventory were repeated in these same classes at Wyandotte High School.

For convenience throughout this study, reference will be made to the four classes that were given both the Personal Rating Scale and the Bernreuter Personality Inventory, as the Experimental Group. Presentation and interpretation of the data from this group will be presented and interpreted at the end of this chapter.

The I.Q.'s from the Otis Self-Administering Intelligence Test were correlated with Intelligence on the writer's scale. The results are found at the bottom of the table of Correlations between Aspects of Personality on the Bernreuter Personality Inventory and similar aspects on the Personal Rating Scale. (Tables XXVIII and XXIX)

During the three months that intervened between the first and second ratings, six of these classes at Wyandotte received group counseling on personality development with the traits on the Personal Rating Scale as a frame of reference. Part of each class period for five days per week was devoted to a discussion of this subject. The other four classes of Guidance were not counseled on personality development and did not use this Scale in any manner in class activities.

COMBINED COUNSELED AND COMBINED UNCOUNSELED CLASSES--WYANDOTTE HIGH SCHOOL

Means and standard deviations were computed for the combined six classes of Counseled (Table IV) and the four classes of Uncounseled (Table V) boys and girls. There were 190 pupils in the counseled group and 125 in the uncounseled group. For both the counseled and the uncounseled groups, the standard error of the difference between the two uncorrelated means of the first and second ratings was computed to find the number of chances in 100 that the

obtained difference between the means of each trait is a significant difference.

Correlations between the pupil's OWN rating and the AVERAGE of his five raters for each of the traits on the writer's scale were computed and will be found in Table XVIII, for the counseled and the uncounseled groups mentioned above.

ATCHISON HIGH SCHOOL

The Personal Rating Scale was given also to senior boys and girls in the Atchison High School, Atchison, Kansas. The Scale was repeated in January, 1942. Following the statistical procedure as was outlined for the Wyandotte High School groups, the means and standard deviations, the ranges, and the chances in 100 that the obtained difference between the first and second ratings for each trait is a significant difference, will be found in Table VI. The correlations are found in Table XIX.

SCHOOL OF FINE ARTS

Further, the Personal Rating Scale was given to college students enrolled in the School of Fine Arts, Department of Music, University of Kansas, Lawrence in November, 1941.

Means and standard deviations, and the ranges are to be found in Table X, under the heading "Tentative Norms for College Students."

Correlations of their OWN ratings and the AVERAGE of their five raters appears in Table XX.

W.P.A. LEADERS

In order to secure some adult ratings, the Scale was given in August, 1941 to a group of Community Service Leaders of the Works Progress Administration, at a conference held in Emporia, Kansas. The means and the standard deviations for this group are to be found in Table XI.

The correlations of their OWN ratings and the AVERAGE of their five raters may be found in Table XX.

SHARON HIGH SCHOOL

The Personal Rating Scale was likewise given to nineteen pupils of Sharon High School, Sharon, Massachusetts, in order to have some results from a typical high school and outside the state of Kansas. Means and standard deviations for this group were computed and may be found in Table VII. The correlations between their OWN rating and the AVERAGE of each pupil's five raters were also determined, and are found in Table XX.

These different groups were chosen so that comparisons might be made among High School Sophomores, High School Seniors, College Students, and Adults. As will be noted, the Scales were repeated only to pupils of Wyandotte High School and in Atchison High School.

TENTATIVE NORMS

In order to provide tentative norms for high school sophomores, high school seniors, college students, and adults, means and standard deviations, and the ranges of scores on the basis of first ratings are presented for each trait and for each of the four groups. These norms are based on three hundred and fifteen cases, first ratings from Wyandotte High School; ninety-seven cases of high school seniors, first ratings from Atchison High School; seventy-three cases of college students of the University of Kansas; and forty-two cases of adults who were Community Service Leaders of the Works Progress Administration. The tabulations for these groups will be found in Tables VIII, IX, X, and XI, respectively.

SCORING PROFILE CHARTS

In order to have a device by which comparisons may be made between each individual's profile and the means of the ratings of his particular group, two SCORING PROFILE CHARTS made of semi-transparent material were constructed for High School Sophomores, High School Seniors, College Students, and Adults. (pp. 103-117)

SCORING PROFILE CHART I represents norms based on: 1) the mean of OWN rating for each trait, represented by a red line, and 2) the mean of AVERAGE rating, represented by a blue line. Charts of these norms are included for each of the different groups represented in the study. (pp. 103-110)

SCORING PROFILE CHART II represents the limits of one standard deviation from the mean scores of: 1) OWN rating, the limits of which are represented by red lines, and 2) AVERAGE rating of the five raters, the limits of which are represented by blue lines. These are found on pages 111-118.

A copy of one case from each of the four groups follows each of the SCORING PROFILE CHARTS, so that by looking through those profile charts, one may quickly compare the profile of an individual with the mean of his group for each of the traits on the Personal Rating Scale.

EXPERIMENTAL GROUP -- WYANDOTTE HIGH SCHOOL

Means and standard deviations for each of the fourteen traits or aspects of personality on the Personal Rating Scale, (Tables XXI-XXIV) and the six aspects of personality appearing on the Bernreuter Personality Inventory, (Table XXV) were obtained for each of the four classes in the Experimental group.

Correlations between the pupils' OWN rating and the AVERAGE of their five raters were also computed, (Table XXVII) for each trait on the Personal Rating Scale. Correlations of traits on the Personal Rating Scale were computed between the pupils' OWN rating and similar aspects of personality on the Bernreuter Personality Inventory. (Table XXVIII) Further correlations were made between the scores from the AVERAGE of the pupil's five raters on the writer's scale and the similar aspects on the Bernreuter Personality Inventory. (Table XXIX)

The means as well as the corrolations, for counseled boys, counseled girls, combined counseled boys and girls, uncounseled boys, uncounseled girls and combined uncounseled boys and girls, are presented separately.

In order to present an index of an individual's total personality as he rated himself and as he was rated by his five raters, an arithmetical average was taken of

his OWN estimate on all of the fourteen traits, and for the AVERAGE of the raters' scores. (Tables XXX-XXXIII) This method of getting the arithmetical average of all the traits is perhaps easier for teachers in the field to employ than the statistical treatment that is necessary to obtain the means and standard deviations of each trait separately for his students. This arithmetical average may be used to ascertain whether the individual under-estimates, over-estimates, or is more or less in agreement with the average of the scores obtained from the ratings of his five raters. Examples of these situations may be found on pages 155-172.

This Index of Personality, so-called, is merely an attempt to get some idea of the total picture of the ratings for all the traits taken together as one. Such indexes have very little meaning and do not give much reliable indication of the relationship of the individual's OWN rating and the AVERAGE of his five raters for any one trait in particular. Such indexes should be used with a great deal of caution and should not be taken as representative of the total personality of an individual.

Formulas Used in this Study

The formulas used in this study are found in "Statistics in Psychology and Education" by Henry E. Garrett, published by Longmans, Green and Company, New York. These formulas are given briefly below:

The Mean and Standard Deviation

$$M_x = G.A. + \frac{\Sigma fx}{N} \times i \qquad (p.45) \qquad M_y = G.A. + \frac{\Sigma fy}{N} \times i$$

$$\sigma_x = \sqrt{\frac{\Sigma fx^2}{N} - cx^2} \times i \qquad (p.49) \qquad \sigma_y = \sqrt{\frac{\Sigma xy^2}{N} - cy^2} \times i$$

Correlation and Probable Error

$$r = \frac{\frac{\Sigma xy}{N} - cx \cdot cy}{\sigma_x \cdot \sigma_y} \qquad (p.270) \qquad cx = \frac{\Sigma fx}{N} \qquad cy = \frac{\Sigma fy}{N}$$

$$P.E. = \pm \frac{.6745\,(1 - r^2)}{\sqrt{N}}$$

(p.280) If r is at least 4 x P.E., then the relation is significant.

Standard Error of the Difference between two uncorrelated Means

$$\sigma_D = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} \qquad (p.211) \qquad \sigma_{M_1} = \frac{\sigma}{\sqrt{N}} \qquad \sigma_{M_2} = \frac{\sigma}{\sqrt{N}}$$

$\frac{D}{\sigma_D}$ = the chances in 100 the obtained difference is significant, found in Table 34. (p.213)

Explanation of Symbols used in the above Formulas

M = Mean
G.A. = Guessed Average
σ = Standard Deviation (S.D.)
r = Correlation
P.E. = Probable Error
D = Difference between two uncorrelated means.

DIGEST OF DATA

COMPARISON OF OWN RATING AND AVERAGE
OF FIVE RATER'S SCORES
BASED ON MEANS AND STANDARD DEVIATIONS

For convenience in making comparisons, Group counseled Sophomore boys and girls will be referred to as Group A, Uncounseled Sophomore Boys and Girls as Group B, and Senior Boys and Girls, some of whom received individual counseling, as Group C.

Comparing Counseled Boys and Girls, Group A, with Uncounseled Boys and Girls, Group B, and Senior Boys and Girls, Group C, for means and standard deviations, (Tables IV, V, and VI) there is a general tendency for the means to increase on the average of two points for most of the traits on the Scale for the second ratings.

From the tables IV, V, and VI, the total gain for the mean scores of the individual's OWN second rating over his first rating, and the gain in means of the scores for the AVERAGE of five raters appears below for each of the three groups: A, B, and C.

	Own	Average
A.	24.	37.1
B.	25.3	8.7
C.	30.6	10.5

In general, the difference between the means of the first and second ratings is a true difference for most of

the traits on the Personal Rating Scale. (Tables IV-VI) This is based upon the number of chances in 100 that the difference between the means is a true difference. ($\frac{D}{\sigma_D}$) For most of the traits there are 75 chances or more in 100 that the difference shown between the means of the first and second ratings is a true difference. For Group A, the difference between the means is doubtful as a true difference for the following traits: Health and Vigor, Cooperation, Dependability, Initiative and Social Adjustment; for Group B, Appearance, Adaptability, Interests and Aptitudes, and Social Adjustment, and for Group C, Courtesy and possibly Adaptability.

This study did not offer adequate controls on the nature of the counseling carried on to justify specific interpretation concerning relative gains on these means.

The ranges for the means and the ranges for the standard deviations with their differences for all the fourteen traits are listed, first for each of the three groups A, B, and C; and the next for the combined A, B, and C groups. (Table III)

TABLE III

RANGES FOR THE MEANS AND STANDARD DEVIATIONS WITH THEIR DIFFERENCES FOR GROUPS A, B, & C.

Group	Ratings	Range of Means	Difference	Range of S.D.	Difference
Own Rating					
A	(1)	52. - 64.3	12.3	13.7 - 18	4.3
	(2)	54.4 - 64.3	9.9	-12.3 - 15.1	2.8
B	(1)	49.3 - 62.3	13.	14.1 - 18.3	4.2
	(2)	52.5 - 62.1	9.6	-12.6 - 16.2	3.6
C	(1)	50.5 - 63.9	13.4	12.3 - 16.9	4.7
	(2)	55.1 - 62.8	7.7	12.4 - 14.5	2.1
Average of raters					
A	(1)	52.3 - 65.5	13.2	9.4 - 12.1	2.7
	(2)	59.2 - 67.5	8.3	-8.6 - 10.9	2.3
B	(1)	57.1 - 67.1	10.	8.6 - 12.6	4.
	(2)	58.8 - 66.7	7.9	9.5 - 11.9	2.4
C	(1)	55. - 66.4	11.4	7.7 - 12.1	4.4
	(2)	57. - 66.4	9.4	-7.5 - 11.8	4.3
Own Rating					
Groups A B and C	(1)	49.3 - 64.3	15.	12.2 - 18.3	6.1
	(2)	55.1 - 64.3	9.2	12.3 - 16.2	3.9
Average of raters					
Groups A B and C	(1)	52.3 - 67.1	14.8	7.7 - 12.6	4.9
	(2)	57. - 67.5	10.5	-7.5 - 11.9	4.4

It will be noted from the tabulation just given in Table III that the lower limits of the range for the means is higher for the second testing than for the first, for each Group A, B, and C, as well as Combined Groups A, B, and C for both OWN and AVERAGE ratings. The upper limits did not vary more than two points, and in most cases remained about the same. Therefore, the difference between the lowest mean and the highest mean for each Group A, B, and C, second rating, is smaller. In other words, with the standard deviation smaller, the cluster around the mean would be a larger number and thus tend toward the bell-shape curve.

The same trend appears for the standard deviations. The lower limits of the range for standard deviations are smaller for the second rating for all groups and groupings of A, B, and C, with three exceptions. The increases were .2, .9 or .1. The upper limits were all less or about the same for the second testing. This made the difference between the limits of one standard deviation from the mean smaller for the second rating on all traits.

In other words, there is a trend for higher means for the second rating and the range of one standard deviation from the mean is less for all fourteen traits for Groups A, B, and C, either separately or combined. This trend is for the AVERAGE of the raters as well as for the individual's OWN rating scores.

To summarize the data, it may be said that the means are higher for the AVERAGE scores of the five raters than the means for the individual's OWN rating, and the standard deviation for these means are much lower for the AVERAGE of the Raters for all three groups on both the first and second ratings. In other words, based upon the standard deviation, the amount of variability in judgments is less for the AVERAGE of the five raters than for the individual's OWN rating. Individuals evaluating their own characteristics tend to mark themselves lower than other persons evaluating them on the same characteristics. This will be shown more clearly on the Profile Scoring Charts.

The standard error of the difference between two uncorrelated means for the first and second rating on each trait is reported for Counseled and Uncounseled Sophomore High School Boys and Girls and Senior High School Boys and Girls. (Tables IV, V and VI) Most of the differences between the means of the first and second ratings are true differences. Those traits whose differences between the means are <u>less</u> than 75 chances in 100 that the obtained difference is a true difference are as follows:

Group A	Group B	Group C
Health and Vigor	Appearance	Courtesy
Cooperation	Adaptability	
Dependability	Enthus. & I.	
Initiative	Social Adjust.	
Social Adjust.	Interests & Apt.	

It will be noted in Table VI that the Senior Group's number of chances in 100 that the difference between the means is a true difference for each trait is more consistently greater than for either of the high school sophomore groups. All the traits with the exception of Courtesy have 75 chances in 100 that the difference between the means is a true difference.

TABLE IV

MEANS and STANDARD DEVIATIONS for SOPHOMORES
Wyandotte High School

MEAN SCORES with STANDARD DEVIATIONS of COUNSELED Sophomore Boys and Girls for traits on the Personal Rating Scale; first (1) and second (2) ratings.

N = 190		OWN ratings			*D/σD	AVERAGE ratings		
		mean	S.D.	Range		mean	S.D.	Range
Appearance	(1)	61.4	13.7	48 - 75	85	65.5	10.2	55 - 76
	(2)	63.8	12.9	51 - 77		67.3	9.8	58 - 77
Health & V.	(1)	64.3	15.1	49 - 79	50	64.7	9.4	55 - 74
	(2)	64.3	13.	51 - 77		67.5	8.6	59 - 76
Courtesy	(1)	59.2	15.	44 - 74	93	62.4	12.1	50 - 75
	(2)	61.3	12.3	49 - 74		63.7	9.8	54 - 74
Cooperation	(1)	57.8	13.9	44 - 72	73	60.3	9.6	51 - 70
	(2)	58.6	13.1	56 - 72		62.	9.	53 - 71
Adaptability	(1)	55.6	16.9	39 - 73	93	58.1	9.7	48 - 68
	(2)	57.8	12.6	45 - 70		59.5	8.9	51 - 68
Self Conf.	(1)	54.4	18.	36 - 72	92	57.7	11.2	47 - 69
	(2)	56.7	14.2	43 - 71		59.7	9.1	51 - 69
Expression	(1)	52.	15.6	36 - 68	99	52.3	10.6	42 - 63
	(2)	56.2	13.6	43 - 70		61.7	9.2	53 - 71
Deperd.	(1)	63.4	13.9	50 - 77	62	65.	11.1	54 - 76
	(2)	63.	14.1	49 - 77		65.3	10.5	56 - 76
Intelligence	(1)	56.3	15.6	41 - 72	88	59.5	10.4	49 - 70
	(2)	58.1	14.3	44 - 72		62.7	10.1	53 - 73
Initiative	(1)	53.9	15.8	38 - 70	64	56.2	10.1	46 - 66
	(2)	54.4	13.6	41 - 68		59.4	8.8	51 - 68
Enthus. & I.	(1)	59.9	17.	43 - 77	99	60.9	10.1	51 - 71
	(2)	63.6	12.5	50 - 76		63.1	10.	53 - 73
Inter. & Apt.	(1)	59.4	17.1	42 - 77	84	56.8	11.9	45 - 68
	(2)	61.	14.	47 - 75		60.4	10.9	50 - 71
Emot. Stab.	(1)	52.7	16.9	36 - 70	100	57.1	10.6	47 - 68
	(2)	59.5	12.9	47 - 72		59.2	8.7	51 - 68
Soc. Adjust.	(1)	61.6	15.5	46 - 77	50	62.4	10.3	52 - 73
	(2)	61.6	15.1	47 - 77		63.9	9.3	55 - 73

* Chances in 100 that the obtained difference of the mean issignificant.

TABLE V

MEANS and STANDARD DEVIATIONS for SOPHOMORES
Wyandotte High School

MEAN SCORES with STANDARD DEVIATIONS of UNCOUNSELED Sophomore Boys and Girls for traits on the Personal Rating Scale; first (1) and second (2) ratings.

N - 125		OWN ratings			*D/σD	AVERAGE ratings		
		mean	S.D.	Range		mean	S.D.	Range
Appearance	(1)	60.1	14.1	46 - 74	50	67.1	11.2	56 - 78
	(2)	62.1	13.1	49 - 75		66.7	10.9	56 - 78
Health & V.	(1)	60.7	14.1	47 - 75	82	65.	9.1	56 - 74
	(2)	62.3	15.2	47 - 78		64.9	10.	55 - 75
Courtesy	(1)	61.4	15.1	46 - 77	93	65.	10.	55 - 75
	(2)	59.8	12.6	47 - 72		64.4	10.9	54 - 75
Cooperation	(1)	56.2	15.8	40 - 72	88	62.1	9.3	53 - 71
	(2)	58.5	14.4	44 - 73		62.2	9.5	53 - 72
Adaptability	(1)	55.1	18.	37 - 73	52	58.6	9.4	49 - 68
	(2)	55.	15.1	40 - 70		60.6	10.5	50 - 71
Self-Conf.	(1)	49.3	18.3	31 - 68	93	58.7	8.6	50 - 67
	(2)	52.5	15.1	37 - 68		59.1	10.5	49 - 70
Expression	(1)	52.1	18.2	34 - 70	98	57.1	11.	46 - 68
	(2)	56.7	15.1	42 - 72		59.5	10.1	48 - 70
Depend.	(1)	58.3	17.6	41 - 76	79	64.7	11.6	53 - 76
	(2)	60.	15.	45 - 75		64.4	9.6	55 - 74
Intelligence	(1)	51.2	17.2	34 - 68	98	59.	10.2	49 - 69
	(2)	55.	14.5	41 - 70		60.7	11.3	49 - 72
Initiative	(1)	53.4	17.5	36 - 71	76	58.3	9.3	49 - 68
	(2)	54.9	15.2	40 - 70		61.	9.5	52 - 71
Enthus. & I.	(1)	59.1	17.9	41 - 77	73	61.1	10.9	50 - 72
	(2)	57.8	16.2	42 - 74		60.5	11.3	49 - 72
Inter. & Apt.	(1)	56.1	17.6	39 - 74	62	58.5	12.6	46 - 71
	(2)	56.7	16.	41 - 73		59.8	11.9	48 - 72
Emot. Stab.	(1)	51.1	17.6	34 - 69	97	58.8	10.9	48 - 70
	(2)	55.	15.7	39 - 71		58.8	10.2	49 - 69
Soc. Adjust.	(1)	62.3	17.5	45 - 80	67	63.8	9.7	54 - 74
	(2)	61.4	15.3	46 - 77		63.9	11.1	53 - 75

* Chances in 100 that the obtained difference of the means is significant.

TABLE VI

MEANS and STANDARD DEVIATIONS for SENIORS
Atchison High School

MEAN SCORES with STANDARD DEVIATIONS of Senior Boys and Girls for the traits on the Personal Rating Scale; first (1) and second (2) ratings.

N = 97		OWN ratings			*D/σD	AVERAGE ratings		
		mean	S.D.	Range		mean	S.D.	Range
Appearance	(1)	59.8	14.2	46 - 74	94	65.	12.1	53 - 77
	(2)	62.8	12.4	50 - 75		66.4	9.	57 - 75
Health & V.	(1)	58.9	15.3	44 - 74	92	63.4	9.	54 - 72
	(2)	61.7	12.5	49 - 74		63.4	9.3	54 - 73
Courtesy	(1)	60.	14.	46 - 74	71	65.3	9.6	56 - 75
	(2)	58.9	13.6	45 - 73		63.7	11.8	52 - 76
Cooperation	(1)	56.2	12.2	44 - 68	96	60.4	9.5	51 - 70
	(2)	56.	14.2	42 - 70		61.2	7.5	54 - 69
Adaptability	(1)	54.3	15.8	39 - 70	79	56.6	7.9	49 - 65
	(2)	56.	13.7	42 - 70		58.1	8.2	50 - 66
Self-Conf.	(1)	50.5	14.8	36 - 65	98	56.8	7.7	49 - 65
	(2)	55.1	14.4	41 - 70		58.4	8.1	50 - 67
Expression	(1)	51.2	16.	35 - 67	99	57.8	9.4	48 - 67
	(2)	56.7	13.7	43 - 70		59.9	8.6	51 - 69
Depend.	(1)	63.6	16.5	47 - 80	87	64.3	8.6	56 - 73
	(2)	61.2	12.6	49 - 74		63.1	8.7	54 - 72
Intelligence	(1)	50.6	14.6	36 - 65	99	58.	9.5	49 - 68
	(2)	56.1	11.8	43 - 68		60.9	9.1	52 - 70
Initiative	(1)	53.7	14.4	39 - 68	80	55.9	9.6	46 - 66
	(2)	55.4	13.	42 - 68		59.	8.3	51 - 67
Enthus. & I.	(1)	58.	16.9	41 - 75	80	61.8	9.3	53 - 71
	(2)	59.9	13.2	47 - 73		61.8	8.7	53 - 71
Inter. & Apt.	(1)	55.6	15.6	41 - 72	85	55.	11.1	44 - 66
	(2)	57.8	12.8	45 - 71		57.	9.6	47 - 67
Emot. Stab.	(1)	52.	15.2	37 - 67	99	58.5	9.5	49 - 68
	(2)	58.	14.5	44 - 73		58.	8.4	50 - 66
Soc. Adjust.	(1)	63.9	14.6	49 - 79	94	64.8	9.9	55 - 75
	(2)	60.7	13.7	47 - 74		63.2	8.	55 - 71

* Chances in 100 that the obtained difference of the means is significant.

COMPARISON OF OWN RATING AND AVERAGE OF RATERS SCORES FOR SHARON HIGH SCHOOL

The mean scores for traits of OWN rating on the Personal Rating Scale of pupils in Sharon High School, (Table VII) were around two to seven points higher when compared with the mean scores of sophomore and senior high school pupils. (Tables IV, V and VI) The standard deviations of Sharon High School pupils were much larger than for those other two groups. However, both the means and standard deviations for the AVERAGE scores of the five raters were about the same as the means and standard deviations for the AVERAGE scores of the five raters for the sophomore and senior groups. Even though this is a small High School, there was a tendency for the means of OWN and AVERAGE ratings, as well as the standard deviation of the mean of the AVERAGE, to follow the trend for the pupils in larger high school. The standard deviation of the OWN ratings were much larger.

TABLE VII

MEANS and STANDARD DEVIATIONS
Sharon High School

MEAN SCORES with STANDARD DEVIATIONS of High School Boys and Girls for traits on the Personal Rating Scale.

N - 19

	OWN ratings			AVERAGE ratings		
	mean	S.D.	Range	mean	S.D.	Range
Appearance	55.	11.6	43 - 67	63.9	10.7	53 - 75
Health & V.	62.8	14.7	48 - 78	63.9	10.7	53 - 75
Courtesy	66.5	18.1	48 - 85	67.1	10.	57 - 77
Cooperation	62.3	17.6	45 - 80	61.8	9.2	53 - 71
Adaptability	60.7	15.	46 - 76	59.7	10.4	49 - 70
Self Conf.	44.5	17.3	27 - 62	55.5	11.9	44 - 67
Expression	51.4	19.2	32 - 71	54.5	14.3	40 - 69
Dependability	69.7	16.6	53 - 86	67.6	9.1	59 - 77
Intelligence	59.2	13.1	46 - 72	59.7	11.4	48 - 71
Initiative	55.5	16.6	39 - 72	57.6	12.	46 - 70
Enthus. & I.	62.8	17.4	45 - 80	61.8	10.8	51 - 73
Inter. & Apt.	56.5	17.5	39 - 74	61.3	12.2	49 - 74
Emot. Stab.	52.9	18.2	35 - 71	57.1	11.4	46 - 69
Soc. Adjust.	59.2	20.8	38 - 80	59.7	11.4	48 - 71

TENTATIVE NORMS

Using the means as tentative standard scores permits a comparison of the scores of an individual taking the Personal Rating Scale with scores made previously by members of his particular age group. Therefore means, standard deviations, and the ranges were computed on the basis of 315 cases, first rating, of sophomore boys and girls; 97 high school senior boys and girls; 73 college students, and 42 adults. (Tables VIII-XI) Although tentative, they do represent trends for these groups.

SCORING PROFILE CHARTS

Scoring Profile Charts (pp. 103-110) have been made on the basis of the mean scores for each of the traits and for each of the four groups' first ratings. Scoring Profile Chart I shows a red line graph for the means of the individual's OWN rating and a blue line graph for the means of the AVERAGE of the individual's raters. The means which were used for these Scoring Profile Charts are the same means that were computed from the 315 cases of high school sophomore boys and girls, 97 cases of high school seniors, 73 college students, and 42 adults. These were presented in Tables VIII-XI.

TABLE VIII

TENTATIVE HIGH SCHOOL NORMS for SOPHOMORES

MEAN SCORES with STANDARD DEVIATIONS of Wyandotte High School Boys and Girls for traits on the Personal Rating Scale; first ratings.

N - 315

	OWN ratings			AVERAGE ratings		
	mean	S.D.	Range	mean	S.D.	Range
Appearance	60.9	13.	47 - 75	66.2	10.6	56 - 77
Health & V.	62.9	14.8	48 - 78	64.8	9.3	56 - 74
Courtesy	60.1	15.1	45 - 75	63.4	11.5	52 - 75
Cooperation	57.2	14.7	43 - 72	61.	9.5	52 - 71
Adaptability	55.4	17.4	38 - 73	58.4	9.5	49 - 68
Self-Conf.	52.4	18.3	34 - 71	58.1	10.6	48 - 69
Expression	52.	16.7	35 - 69	57.5	10.6	47 - 68
Dependability	61.4	15.7	46 - 77	64.9	11.1	54 - 76
Intelligence	54.4	16.5	38 - 71	59.3	10.3	49 - 70
Initiative	53.7	16.5	37 - 70	57.	9.7	47 - 67
Enthus. & I.	59.6	17.3	42 - 77	61.	10.4	51 - 71
Inter. & Apt.	58.1	17.5	41 - 76	57.5	12.	46 - 70
Emot. Stab.	52.1	17.2	35 - 69	57.7	10.8	47 - 69
Soc. Adjust.	61.9	16.4	46 - 78	64.9	10.1	55 - 75

TABLE IX

TENTATIVE HIGH SCHOOL NORMS for SENIORS

MEAN SCORES with STANDARD DEVIATIONS of Atchison High School Boys and Girls for traits on the Personal Rating Scale; first ratings.

N - 97

	OWN ratings			AVERAGE ratings		
	mean	S.D.	Range	mean	S.D.	Range
Appearance	59.8	14.2	46 - 74	65.	12.1	53 - 77
Health & V.	58.9	15.3	44 - 74	63.4	9.	54 - 72
Courtesy	60.	14.	46 - 74	65.3	9.6	56 - 75
Cooperation	56.2	12.2	44 - 68	60.4	9.5	51 - 70
Adaptability	54.3	15.8	39 - 70	56.6	7.9	49 - 65
Self-Conf.	50.5	14.8	36 - 65	56.8	7.7	49 - 65
Expression	51.2	16.	35 - 67	57.8	9.4	48 - 67
Dependability	63.6	16.5	47 - 80	64.3	8 .6	56 - 73
Intelligence	50.6	14.6	36 - 65	58.	9.5	49 - 68
Initiative	53.7	14.4	39 - 68	55.9	9.6	46 - 66
Enthus. & I.	58.	16.9	41 - 75	61.8	9.3	53 - 71
Inter. & Apt.	55.6	15 .6	40 - 71	55.	11.1	44 - 66
Emot. Stab.	52.	15.2	37 - 67	58.5	9.5	49 - 68
Soc.Adjust.	63.9	14.6	49 - 79	64.8	9.9	55 - 75

TABLE X

TENTATIVE NORMS for COLLEGE STUDENTS

MEAN SCORES with STANDARD DEVIATIONS of STUDENTS in the School of Fine Arts for traits on the Personal Rating Scale.

N = 73

	OWN ratings			AVERAGE ratings		
	mean	S.D.	Range	mean	S.D.	Range
Appearance	68.2	14.1	54 - 82	73.9	10.5	63 - 84
Health & V.	65.9	14.1	52 - 80	71.	9.	62 - 80
Courtesy	69.1	15.	54 - 84	76.5	9.8	67 - 86
Cooperation	65.8	13.6	52 - 79	71.1	10.2	61 - 81
Adaptability	61.7	18.2	44 - 80	66.2	10.8	55 - 77
Self-Conf.	51.6	21.	31 - 73	65.2	12.5	53 - 78
Expression	53.5	18.4	35 - 72	67.6	9.2	58 - 77
Dependability	72.9	15.1	58 - 88	78.2	8.8	69 - 87
Intelligence	58.2	14.9	43 - 73	69.7	10.7	59 - 70
Initiative	59.6	16.1	44 - 76	63.3	9.5	54 - 73
Enthus. & I.	64.	14.2	50 - 78	71.7	9.4	62 - 81
Inter. & Apt.	63.3	12.5	51 - 76	72.8	6.	67 - 79
Emot. Stab.	60.6	16.6	44 - 77	66.6	12.2	54 - 79
Soc. Adjust.	68.7	17.1	52 - 86	71.7	9.8	62 - 82

TABLE XI

TENTATIVE NORMS for ADULTS

MEAN SCORES with STANDARD DEVIATIONS of ADULT W.P.A. Community Service Leaders for traits on the Personal Rating Scale.

N - 42

	OWN ratings			AVERAGE ratings		
	mean	S.D.	Range	mean	S.D.	Range
Appearance	63.8	14.	50 - 78	67.3	10.4	57 - 78
Health & V.	68.5	14.6	54 - 83	67.6	5.	63 - 73
Courtesy	71.4	16.1	55 - 88	72.3	10.3	62 - 83
Cooperation	64.5	13.9	51 - 78	66.9	10.2	57 - 77
Adaptability	62.6	18.6	44 - 81	63.3	11.6	52 - 75
Self Conf.	53.1	24.	29 - 77	63.	9.3	54 - 72
Expression	55.2	21.1	34 - 76	64.7	10.3	54 - 75
Dependability	75.4	14.7	61 - 90	74.2	9.7	65 - 84
Intelligence	60.4	17.9	43 - 78	68.8	9.7	59 - 79
Initiative	57.6	20.1	38 - 78	63.3	11.7	52 - 75
Enthus. & I.	55.2	21.4	34 - 77	64.	7.8	56 - 72
Inter. & Apt.	50.5	21.6	29 - 72	54.1	14.1	40 - 68
Emot. Stab.	62.8	19.2	44 - 82	65.4	12.3	53 - 78
Soc. Adjust.	64.5	22.1	42 - 87	62.8	9.6	53 - 72

Referring to Profile Chart I in detail, we find that the mean of the AVERAGE of the five raters is higher than the mean of the individual's OWN rating on each of the traits listed for each of the groups.

Still referring to Profile Chart I for each of the four groups, the traits that show a difference of six points or more between the means of OWN rating and the mean of the AVERAGE of the individual's five raters are listed on the following page under Group I. The traits that show the means of OWN rating to be three points or less from the mean of the AVERAGE of the individual's raters are listed with their differences under Group II.

Adults seem to be more in agreement with the AVERAGE of their five raters than any of the other three groups, while college students are the least in agreement.

TABLE XII

DIFFERENCES OF SIX POINTS OR MORE

Group I	High School Soph. Diff.	High School Seniors Diff.	College Students Diff.	Adults Diff.
Appearance			6	
Self-Conf.	6	7	13	10
Expression	6	7	14	10
Intelligence		7	12	9
Enthus. & I.			8	9
Inter. & Apt.	10		10	
Emot. Stab.	16	7		

TABLE XIII

DIFFERENCES OF THREE POINTS OR LESS

Group II	High School Soph. Diff.	High School Seniors Diff.	College Students Diff.	Adults Diff.
Appearance				3
Health & V.	2			1
Courtesy	3			1
Cooperation				1
Adaptability	3	3		same
Dependability		same		1
Initiative	3	2	3	
Enthus. & Ind.	1			
Inter. & Apt.		1		3
Emot.Stab.				2
Social Adjust.	3	1	3	2

All four groups tend to under-estimate themselves in comparison with the judgments of their raters for the two traits Self-Confidence and Expression. This seems quite significant in that if individuals feel that they are rather weak in Self-Confidence, then it logically follows that they would consider themselves poor in Expression as defined on the writer's Scale. Considering each of the fourteen traits, College Students tend to be less capable of reaching an agreement with their raters than high school sophomores, seniors, or adults. It will be noted as the groups advance in age, there is less difference between the mean of their OWN ratings, and the mean of the AVERAGE of their five raters on Emotional Stability. The differences for sophomores is 16 points, Seniors 7 points, College Students 6, and for Adults only one point. (Tables XII and XIII)

If we assume that the judges who were chosen by the students under the guidance of their counselors, were competent judges, one cause for the greater variation of the individual's OWN rating and his raters for college students might be they are reaching maturity, their education is nearly completed, and they will soon be starting out to make their place in the world of affairs, and therefore they may feel less secure than those of high school age still under the protection of their parents, their homes, and their school, or older adults, who have more or less reached a realization of security in their own homes.

Scoring Profile Chart II (pp. 111-118) has been prepared to show limits of one standard deviation from the mean for each of these groups, so that it should be very easy to determine which traits, on either OWN ratings or AVERAGE, a particular person falls outside the limits of one standard deviation. For instance, if any person falls below one standard deviation from the mean of the AVERAGE on OWN rating for any trait, or when the mean of the AVERAGE falls within the limits of one standard deviation and the OWN line falls to the right of the limits of one standard deviation, he may be tentatively regarded as deviating sufficiently to indicate a need for some help in the redirection of this trait.

The limits of one standard deviation from the mean scores of the person's OWN rating scores are much farther apart than those of the AVERAGE of the five raters. This is true for each of the four groups--high school sophomores, high school seniors, college students, and adults. The standard deviation of the OWN ratings for each of the traits is larger than the standard deviation of the AVERAGE ratings on each of these traits and for each of the four groups.

The writer intends to carry on further research in order to determine the reliability of an individual's OWN rating, of the AVERAGE of five trained raters, and

of the AVERAGE of five untrained raters by giving the Scale again after a short period of time.

Another phase of research, yet related to the above, would be a study conducted in order to determine the effectiveness of individual counseling by a trained counselor. About fifty students should be elected and given individual counsel for about one year, using the traits on the Personal Rating Scale as a frame of reference. A control group would be maintained for such studies. It is then hoped that the value of the Scale may be determined for an individual's OWN rating, for the AVERAGE of the five raters, both trained and untrained, and for the effectiveness of individual counseling, in terms of the traits involved in this Scale.

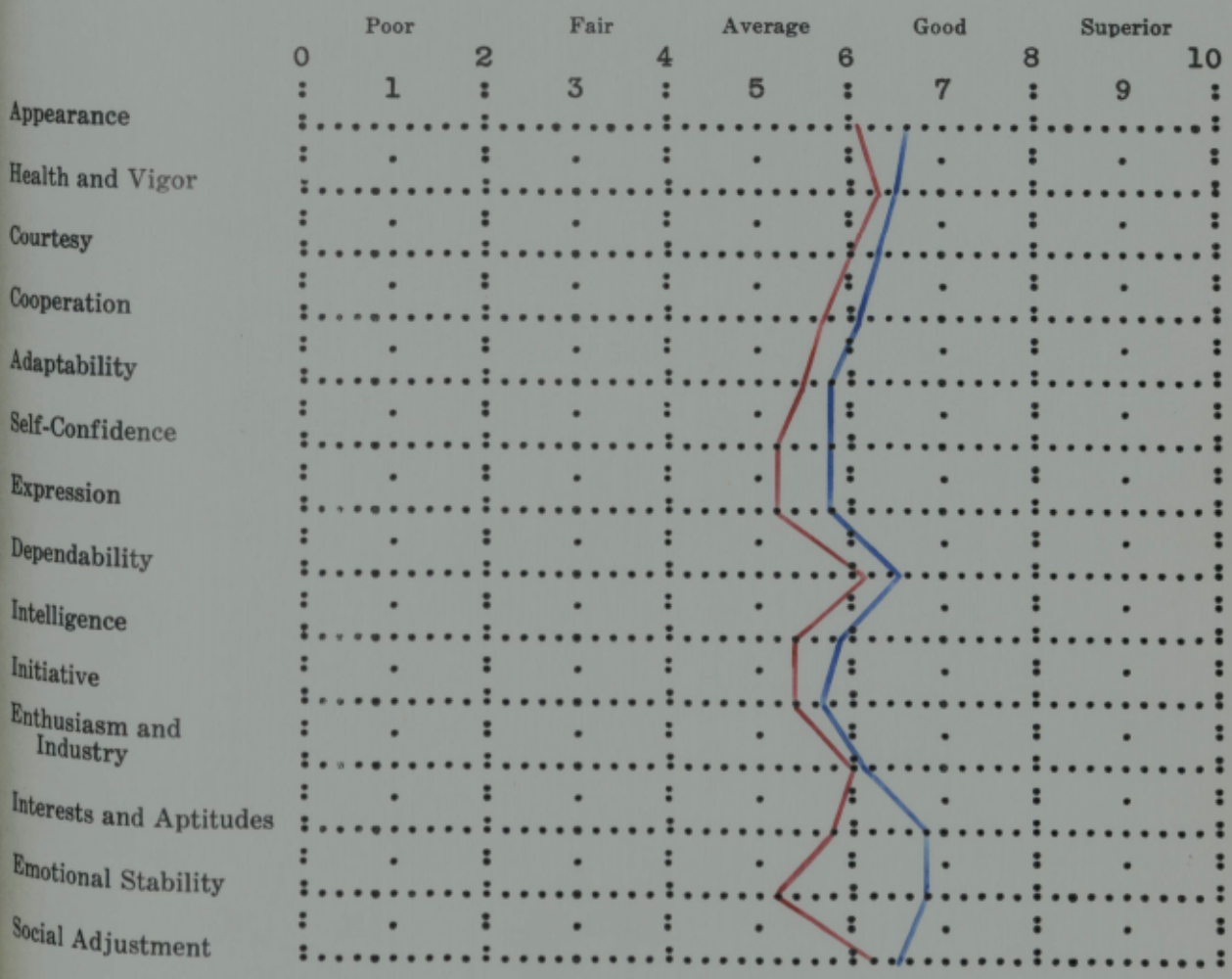
There follows examples of the use of the Scoring Profile Charts with sample ratings from each of the groups used in this study.

SCORING PROFILE CHART I

HIGH SCHOOL SOPHOMORES

This Profile represents NORMS based on

1. MEAN of OWN Rating.
   (NORMS based on MEAN of OWN RATING is represented by a RED Line.)
2. MEAN of AVERAGE Rating.
   (NORMS based on MEAN of AVERAGE RATING of five Raters is represented by a BLUE Line.)



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

PROFILE OF THE INDIVIDUAL

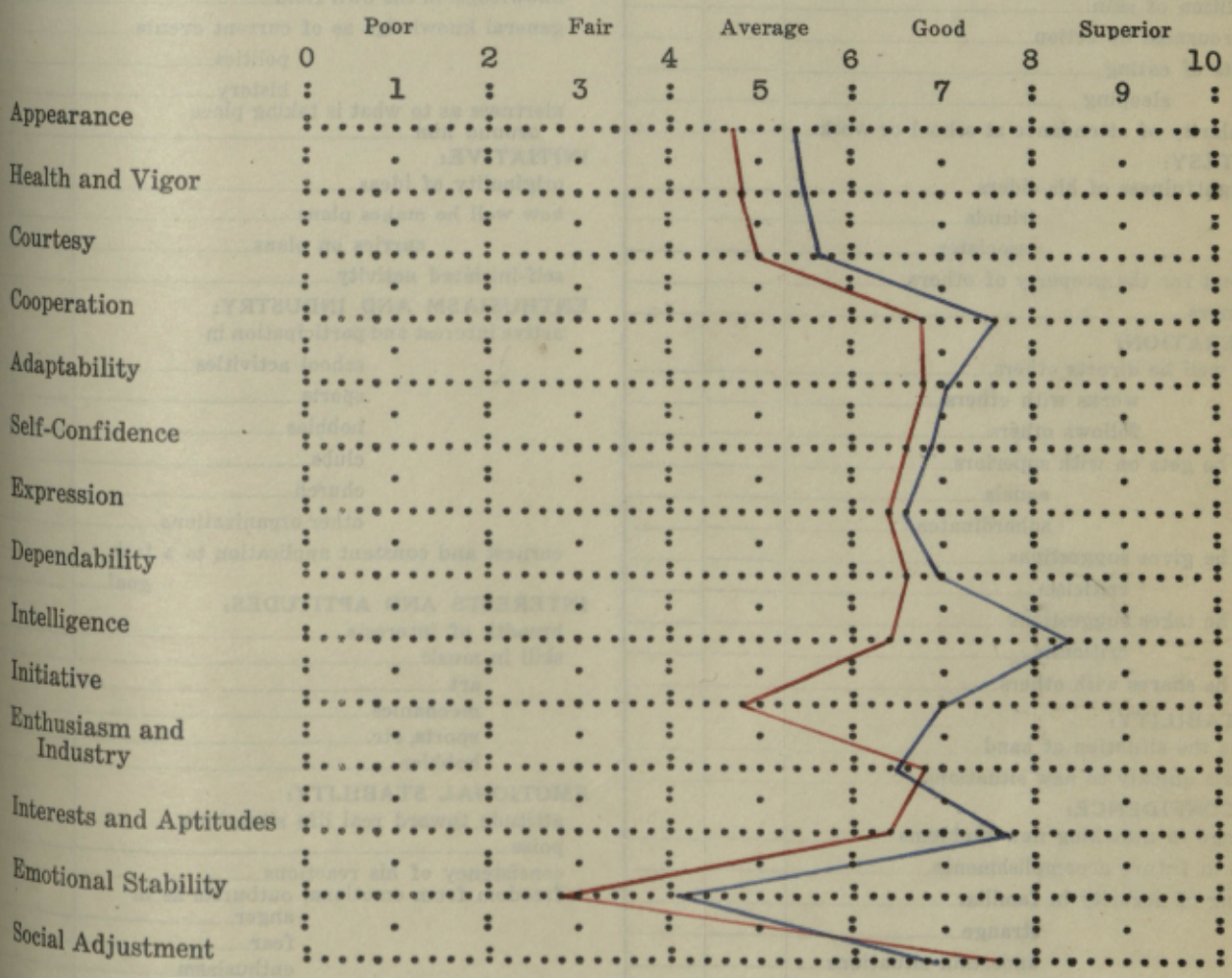
Name G. B.

Address 1300 Webeter, Kansas City, Kansas

School or Occupation Wyandotte H. S. Address Kansas City, Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



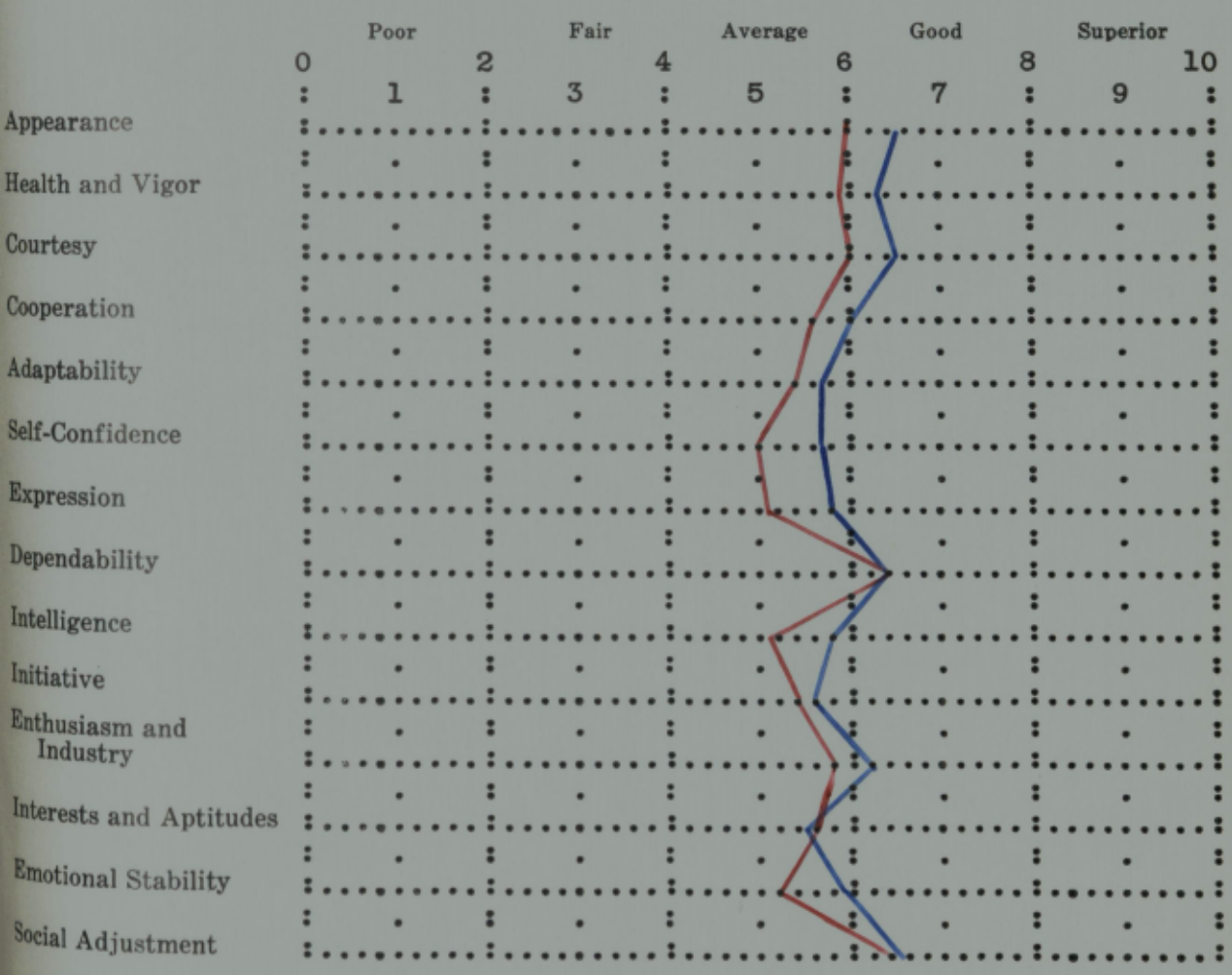
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART I

HIGH SCHOOL SENIORS

This Profile represents NORMS based on

1. MEAN of OWN Rating.
   (NORMS based on MEAN of OWN RATING is represented by a RED Line.)
2. MEAN of AVERAGE Rating.
   (NORMS based on MEAN of AVERAGE RATING of five Raters is represented by a BLUE Line.)



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

PROFILE OF THE INDIVIDUAL

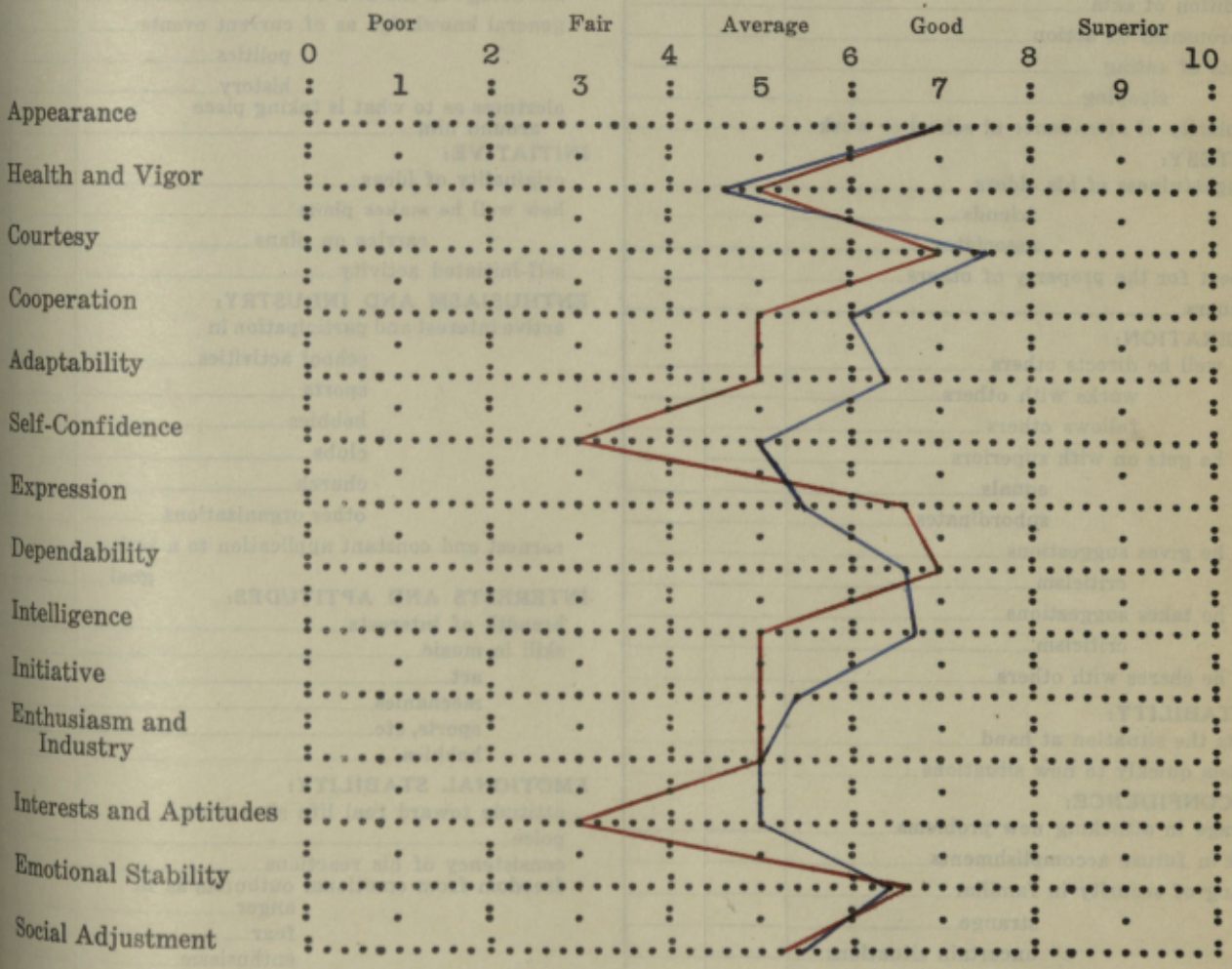
Name L. H.

Address 500 Lakeview, Sharon, Mass.

School or Occupation Sharon H. S. Address Sharon, Mass.

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



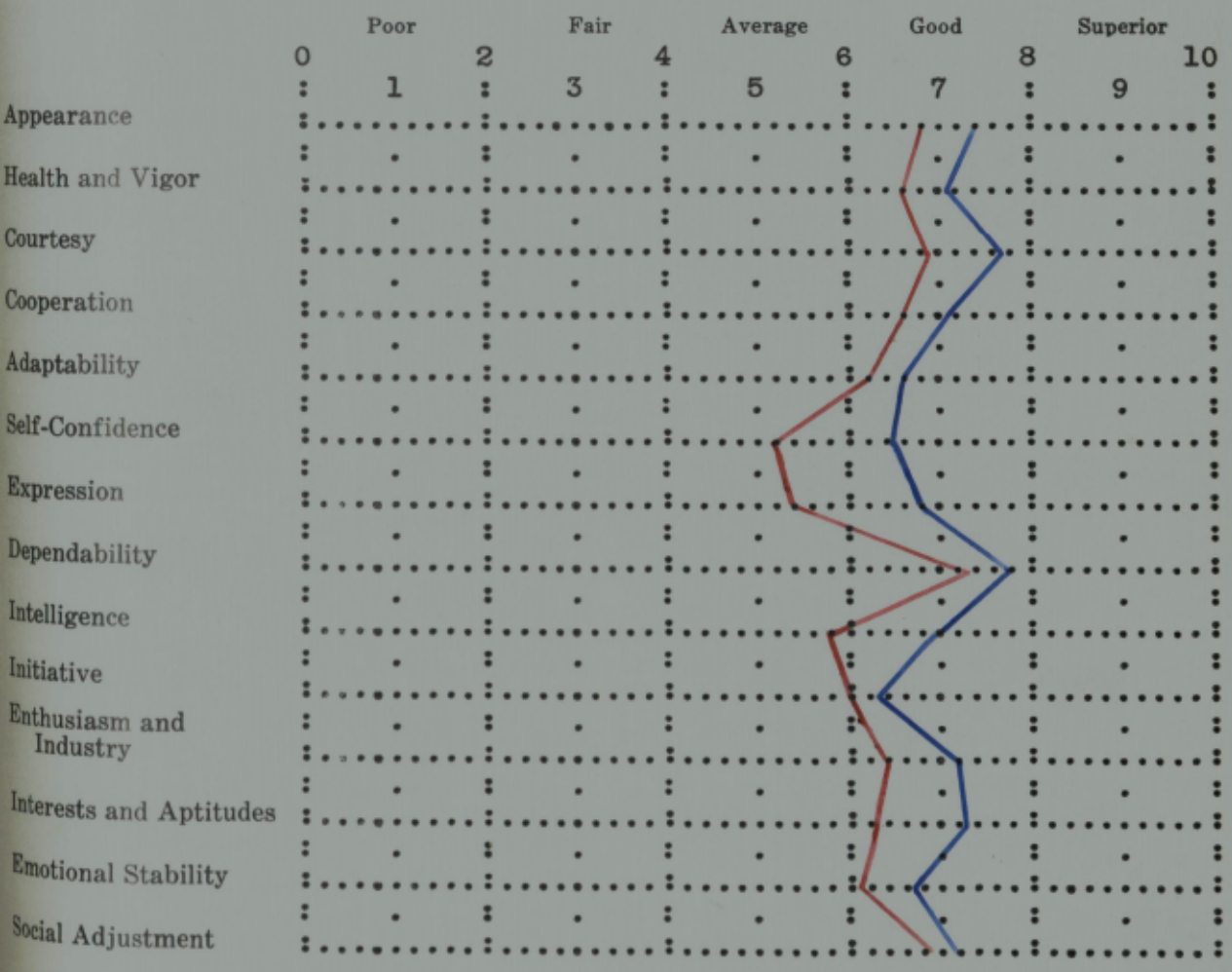
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART I

COLLEGE STUDENTS

This Profile represents NORMS based on

1. MEAN of OWN Rating.
   (NORMS based on MEAN of OWN RATING is represented by a RED Line.)
2. MEAN of AVERAGE Rating.
   (NORMS based on MEAN of AVERAGE RATING of five Raters is represented by a BLUE Line.)



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

PROFILE OF THE INDIVIDUAL

Name D. C.

Address 1000 Oread, Lawrence, Kansas

School or Occupation K. U. Address Lawrence, Kansas

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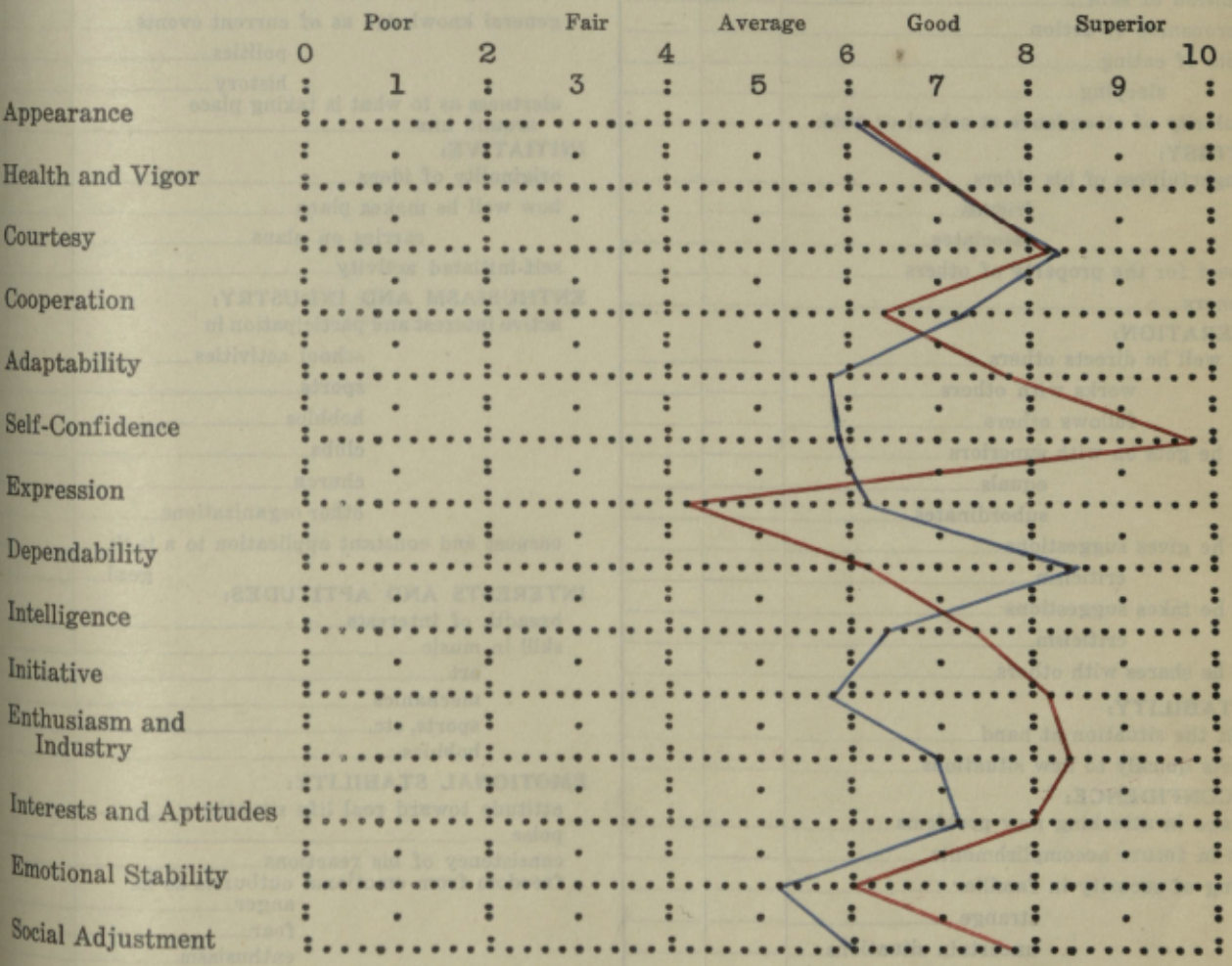
If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



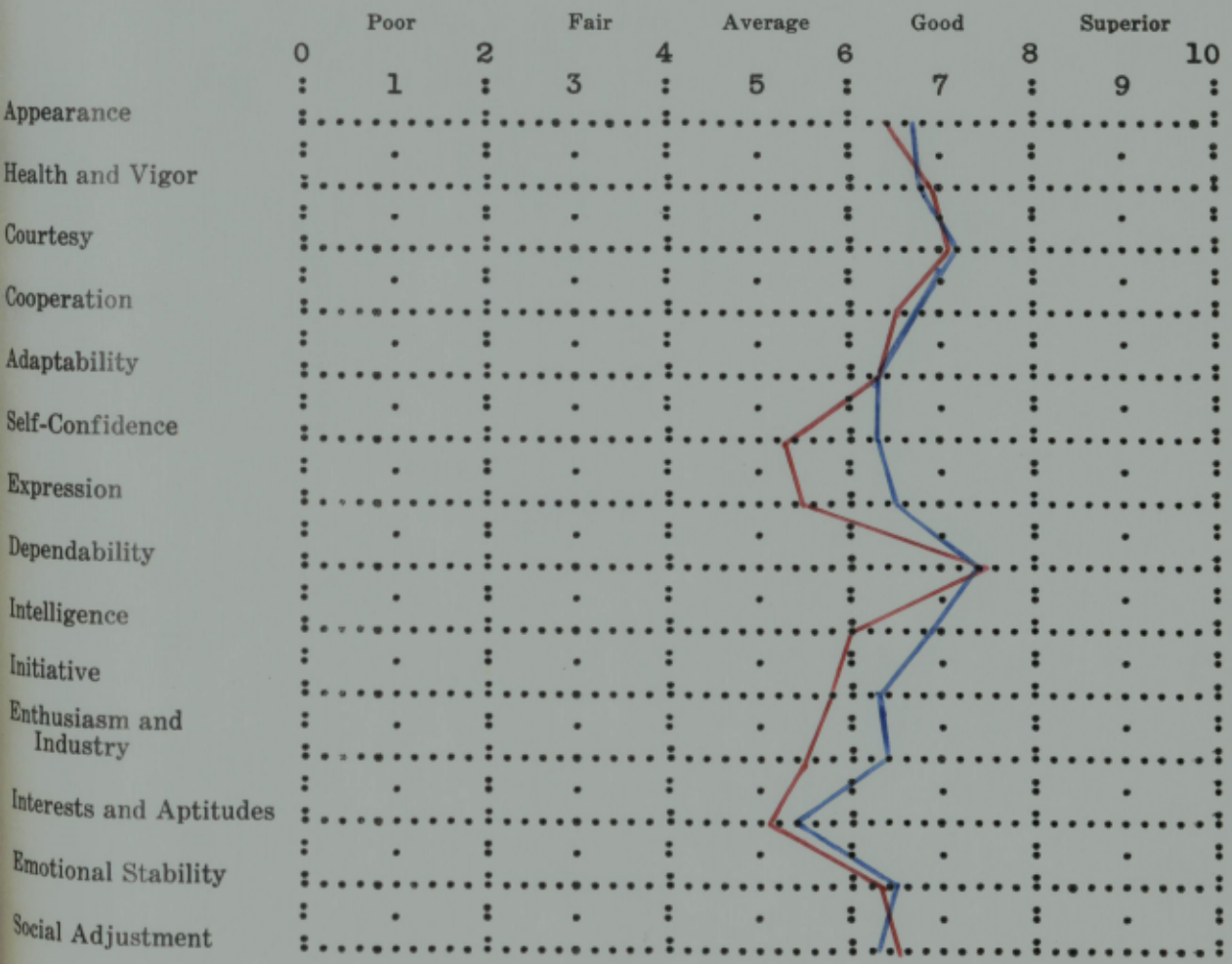
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART I

ADULTS

This Profile represents NORMS based on

1. MEAN of OWN Rating.
   (NORMS based on MEAN of OWN RATING is represented by a RED Line.)
2. MEAN of AVERAGE Rating.
   (NORMS based on MEAN of AVERAGE RATING of five Raters is represented by a BLUE Line.)



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

PROFILE OF THE INDIVIDUAL

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Address 100 Monroe, Pittsburg, Kansas

School or Occupation Adult R. Leader Address Pittsburg, Kansas

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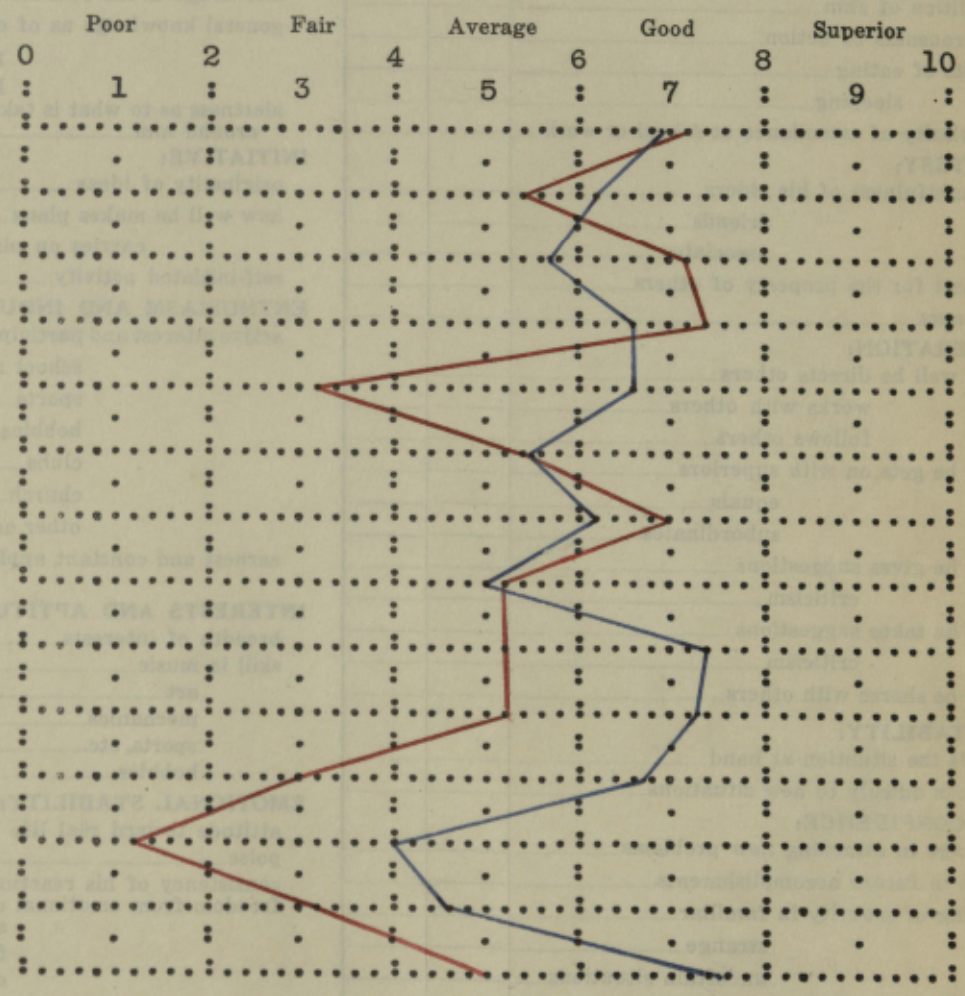


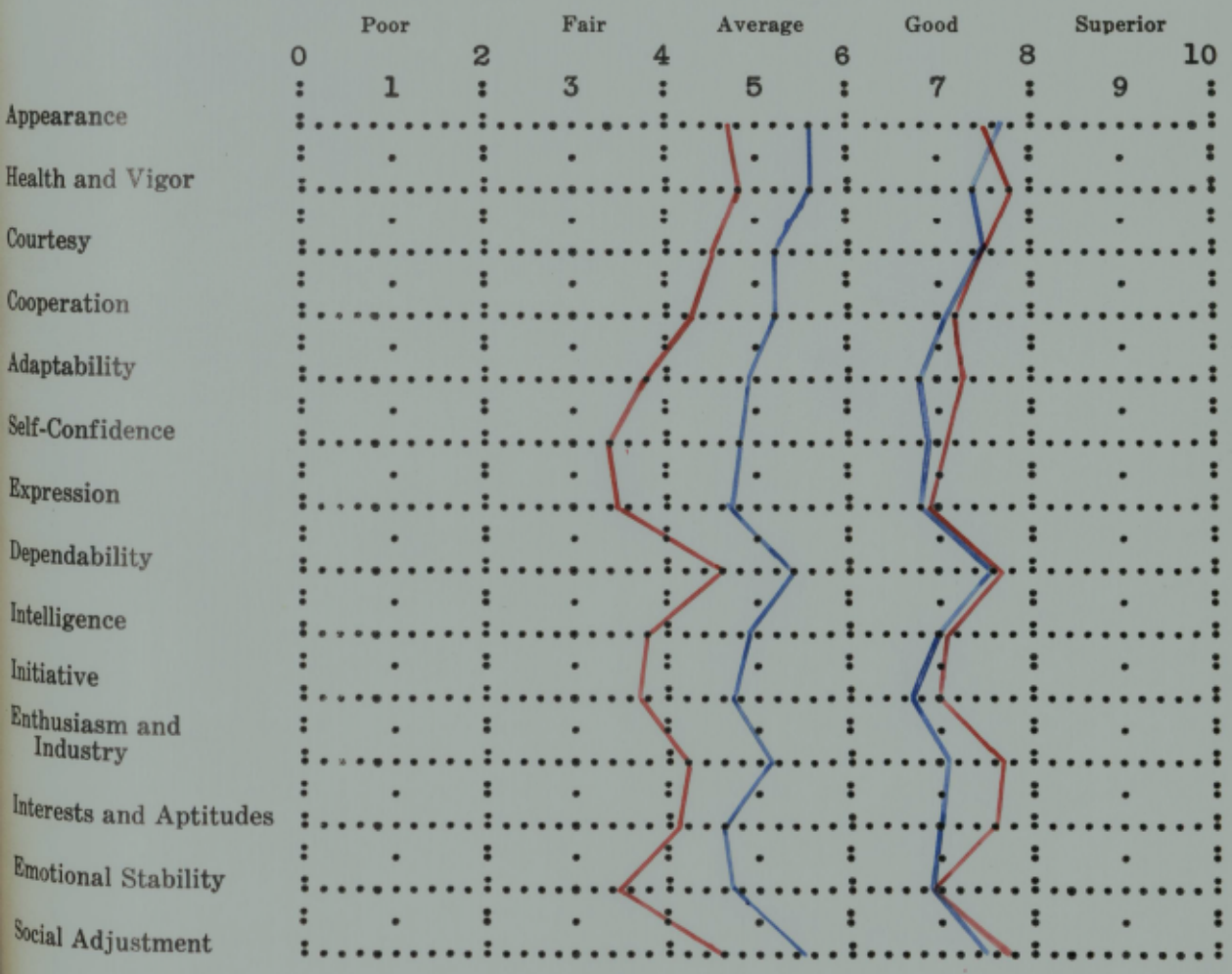
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART II

HIGH SCHOOL SOPHOMORES

This Profile represents the LIMITS of one standard deviation from the MEAN Scores of

1. OWN RATINGS.
   (LIMITS of OWN RATINGS are represented by RED Lines.)
2. AVERAGE RATINGS of the five Raters.
   (LIMITS of AVERAGE RATINGS of five Raters are represented by BLUE Lines.)



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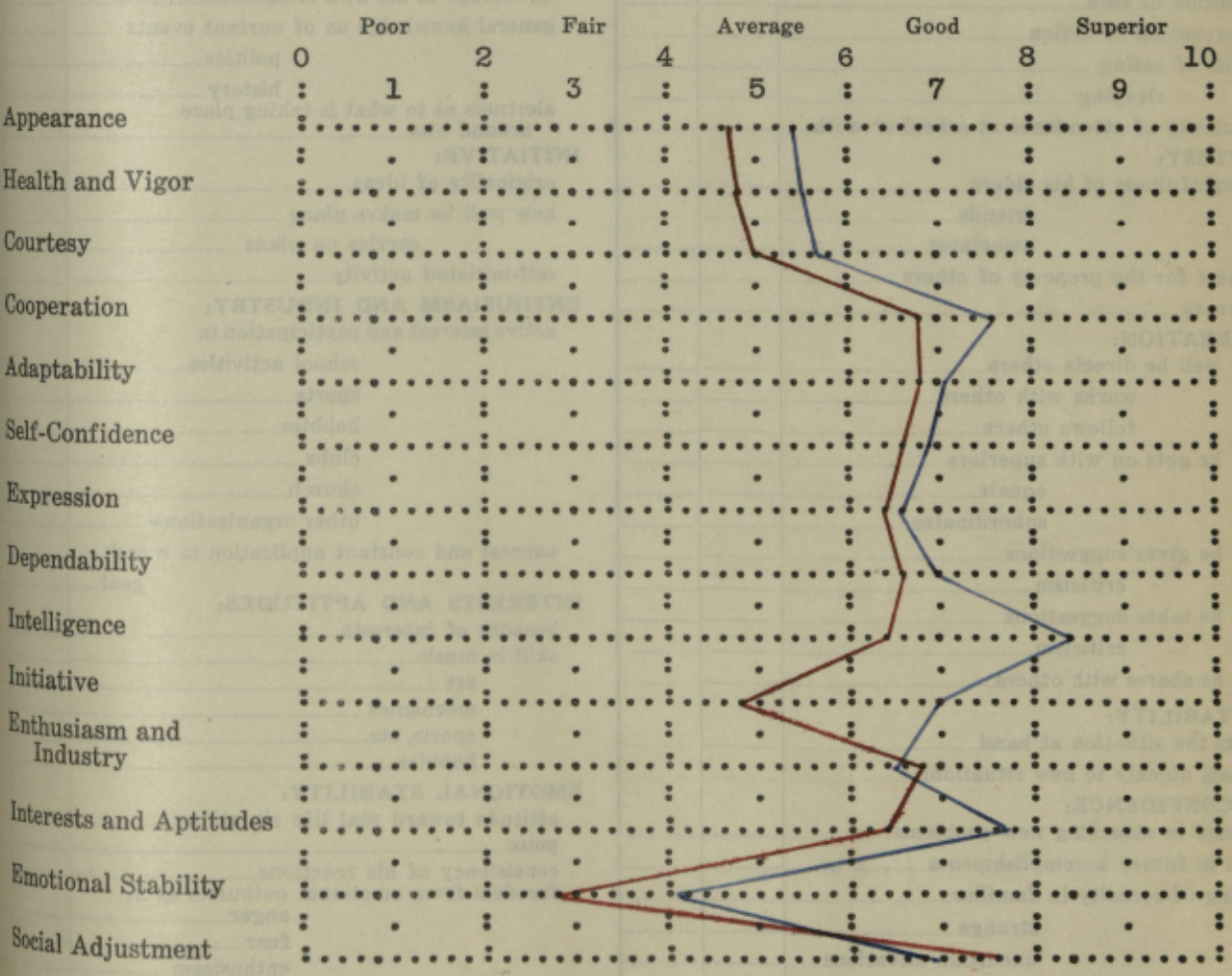


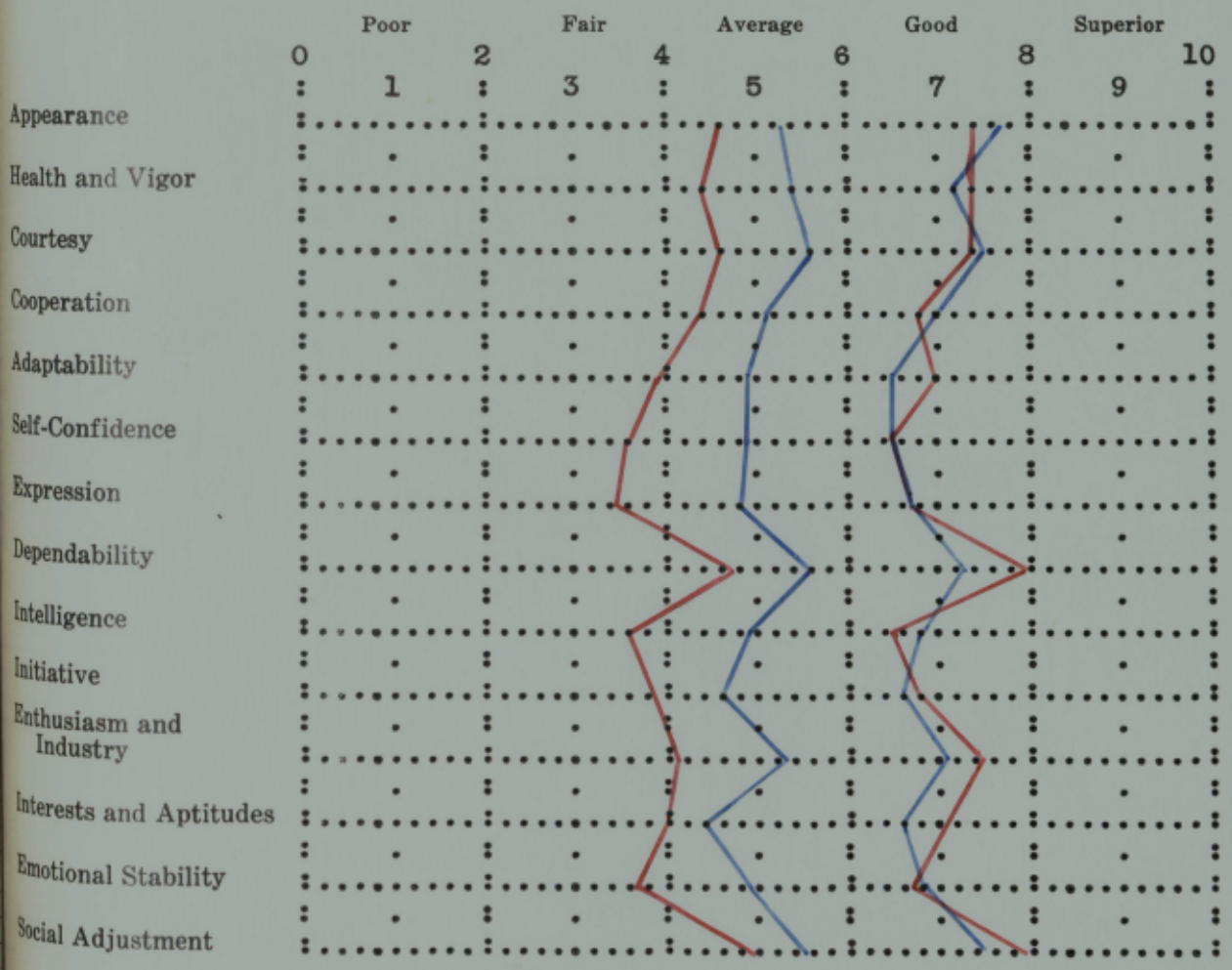
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART II

HIGH SCHOOL SENIORS

This Profile represents the LIMITS of one standard deviation from the MEAN Scores of

1. OWN RATINGS.
   (LIMITS of OWN RATINGS are represented by RED Lines.)
2. AVERAGE RATINGS of the five Raters.
   (LIMITS of AVERAGE RATINGS of five Raters are represented by BLUE Lines.)



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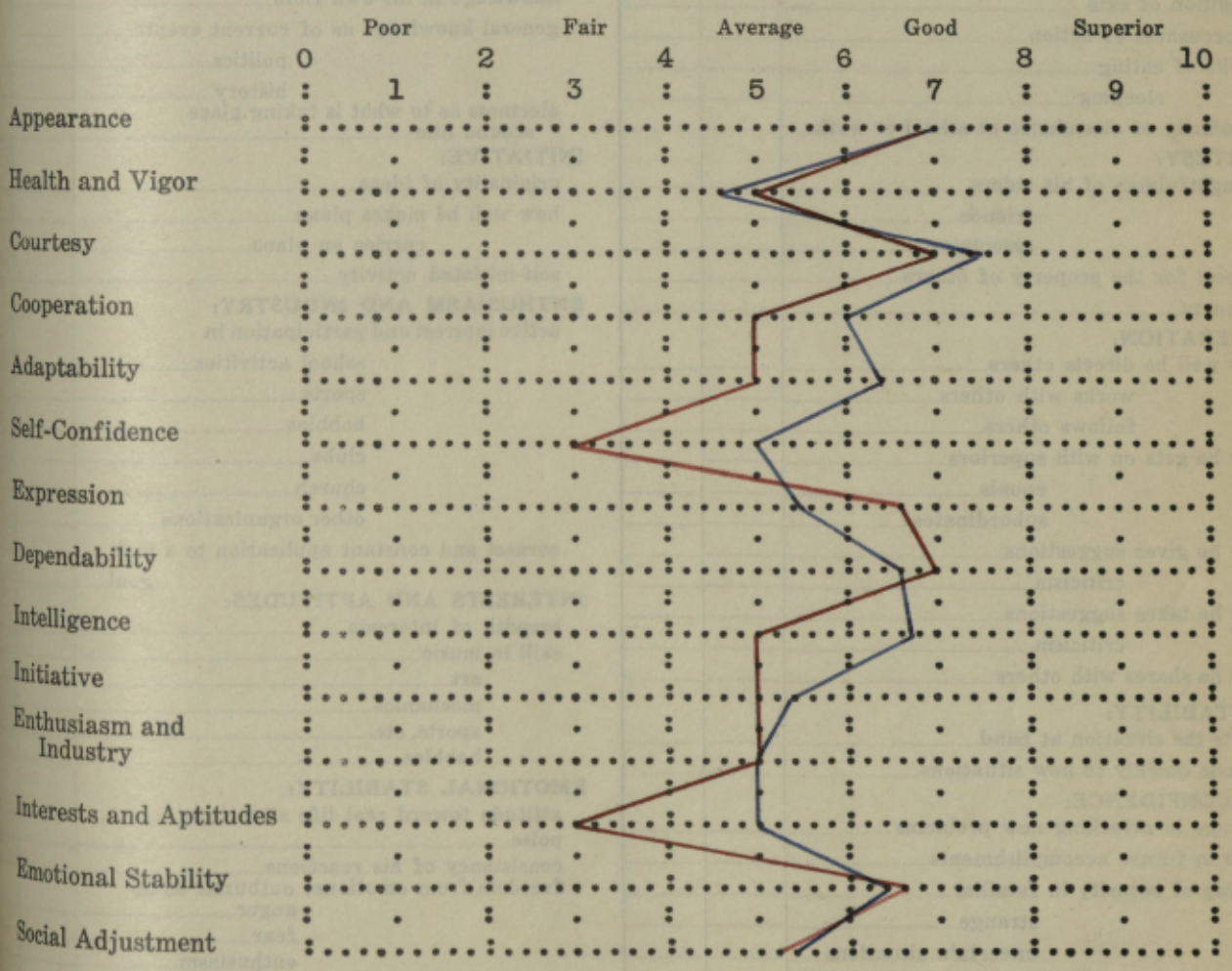


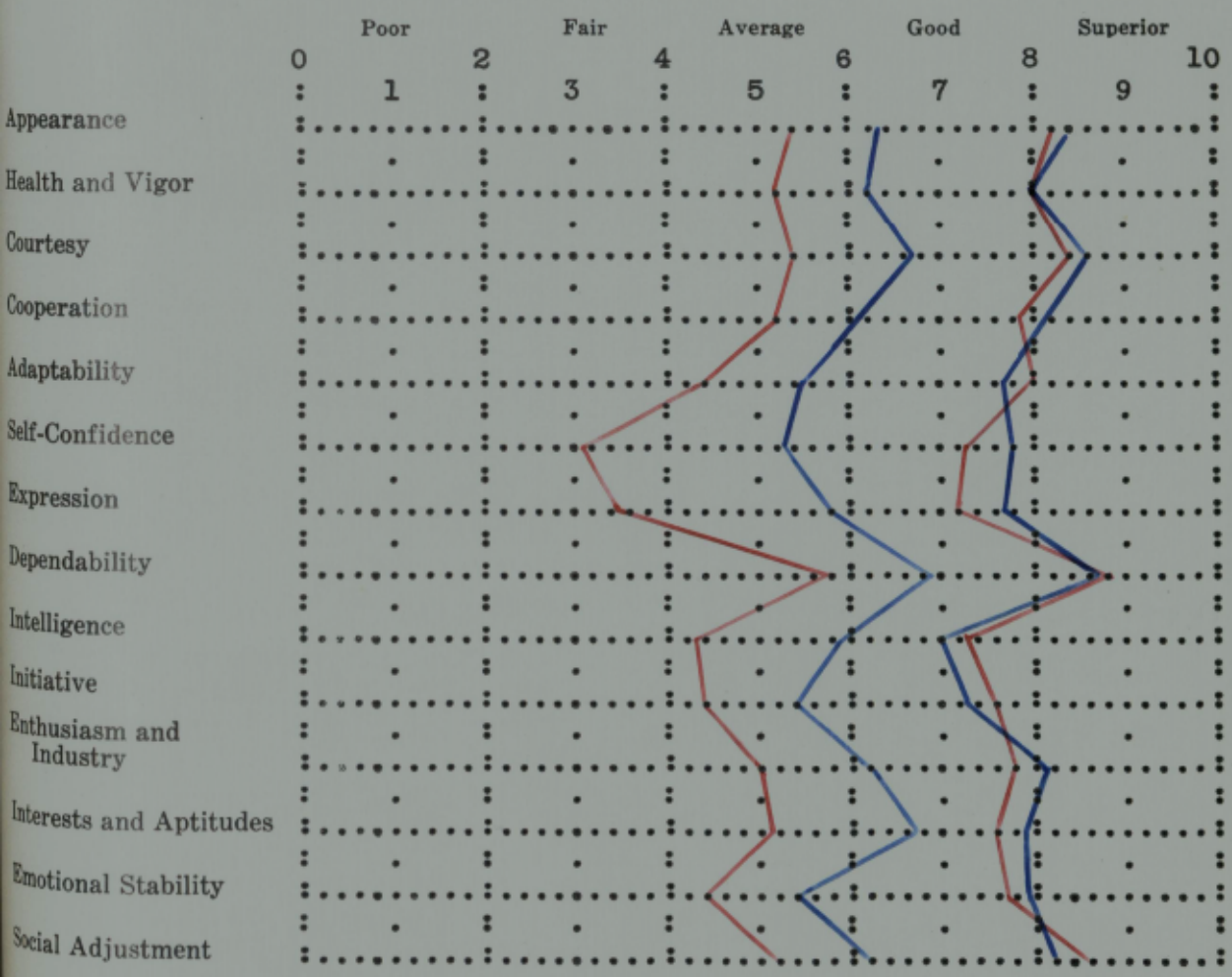
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART II

COLLEGE STUDENTS

This Profile represents the LIMITS of one standard deviation from the MEAN Scores of

1. OWN RATINGS.
   (LIMITS of OWN RATINGS are represented by RED Lines.)
2. AVERAGE RATINGS of the five Raters.
   (LIMITS of AVERAGE RATINGS of five Raters are represented by BLUE Lines.)



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

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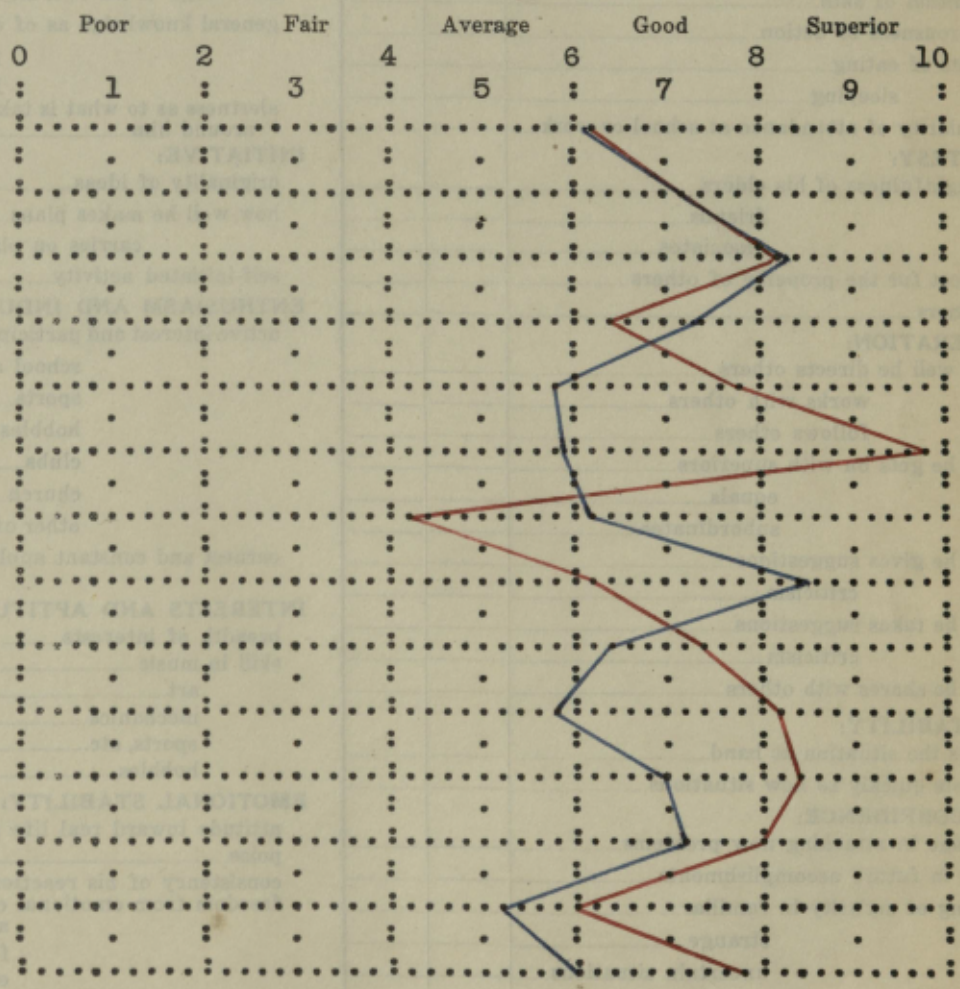


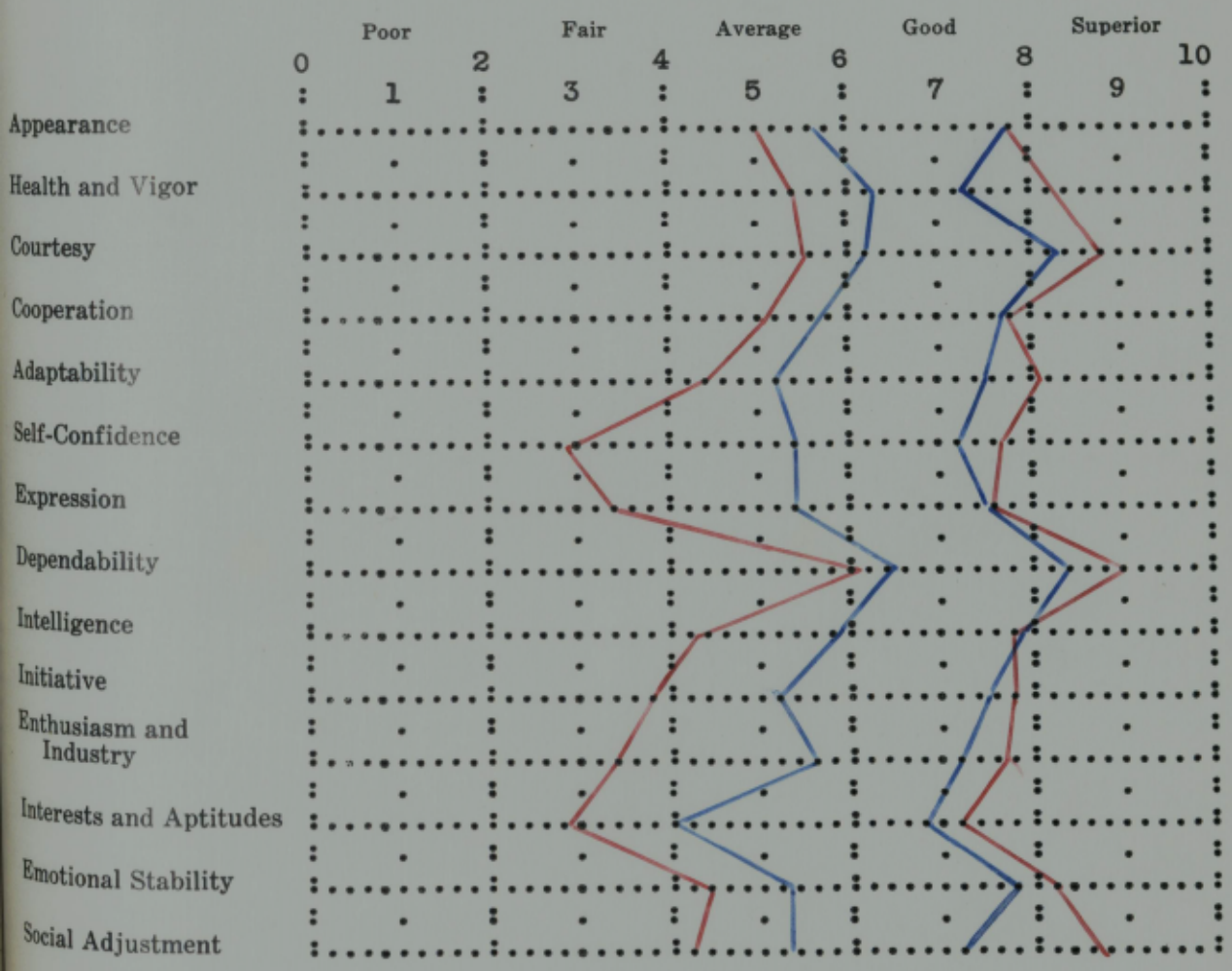
Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SCORING PROFILE CHART II

ADULTS

This Profile represents the LIMITS of one standard deviation from the MEAN Scores of

1. OWN RATINGS.
   (LIMITS of OWN RATINGS are represented by RED Lines.)
2. AVERAGE RATINGS of the five Raters.
   (LIMITS of AVERAGE RATINGS of five Raters are represented by BLUE Lines.)



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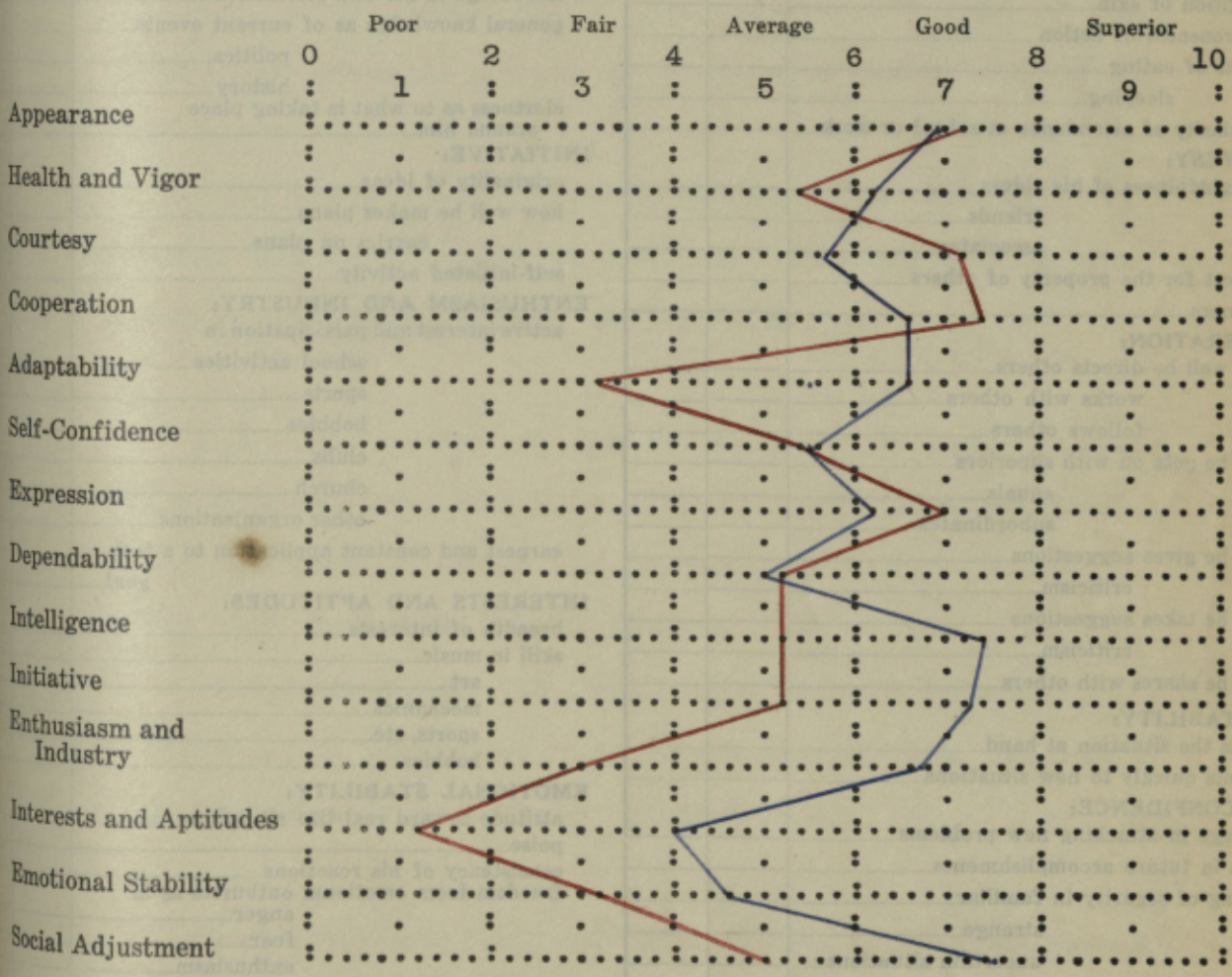


Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

INTERRELATIONSHIPS OF OWN RATINGS AND AVERAGE OF RATERS

When the idea was conceived of developing a new instrument as a Guidance technique for the evaluation of different aspects of personality, two assumptions were made. These two assumptions are:

(1) Most people would like to know the kind of an evaluation which is placed on them by those with whom they associate.

This knowledge is most desirable if one wishes to develop his personality so that it is acceptable to the group in which he desires membership.

(2) The average of the evaluations of each individual's five raters, who know him well, may be considered to be representative of the judgment of the group in which this individual is a member.

This assumption was made after reading research studies which have been made, and after having had years of experience in the field of Guidance.

From the data shown of this study, the coefficients of correlation between the individual's OWN rating and the AVERAGE of the five raters for each of the traits on

the Personal Rating Scale are low, yet all are positive and according to Garrett[1] are significant if they are four times the probable error.

Taking into account all of the coefficients of correlation for each trait (Tables XVII and XVIII) there are 84 correlations between the first and second rating, of which 49 are significant but relatively low.

Comparing the first and second ratings, the group A's algebraic gain on coefficients of correlation was 1.10. On the second rating, after a three months period of group counseling had been given, Group B gained only .12, and Group C dropped .15. (Table XIV) Comparing only those correlations which are significant, still the same trend exists: Group A's algebraic gain was .26, Group B's gain was .06, and Group C lost .17 points. (Table XVII)

1. Henry E. Garrett, Statistics in Psychology and Education, New York: Longman's Green and Co., 1937, p. 280.

The algebraic gain or loss of the second over the first correlation (Tables XVII and XVIII) for each trait and for each Group A, B, and C is given below.

TABLE XIV

DIFFERENCES IN CORRELATIONS
for A B & C GROUPS

	A	B	C
Appearance	-.11	-.20	-.13
Health & Vigor	.13	-.06	.14
Courtesy	.10	.08	-.04
Cooperation	.24	.14	-.16
Adaptability	.05	-.04	.22
Self-Conf.	.13	.11	.02
Expression	-.01	.02	-.14
Dependability	.22	.04	.05
Intelligence	.15	-.01	.02
Initiative	.05	-.09	.02
Enthus. & I.	-.16	.04	-.19
Inter. & Apt.	-.01	.23	.10
Emot. Stab.	.27	-.19	-.09
Social Adjust.	.05	.05	.03
Totals	1.10	.12	-.15

It will be noted that for all the traits which gained ten or more points in the coefficient of correlation for the second rating over the first rating were:

TABLE XV

TRAITS GAINING 10 OR MORE POINTS
IN CORRELATION--SECOND RATING OVER FIRST
A B C GROUPS

Group A	Group B	Group C
Health and V.		Health and V
Courtesy		
Cooperation	Cooperation	
Self-Confidence	Self-Confidence	
Dependability		
Intelligence		
Emot. Stab.		
	Inter. & Apt.	Inter. & Apt.
		Adaptability

TABLE XVI

TRAITS LOSING 10 OR MORE POINTS
IN CORRELATION--SECOND RATING OVER FIRST
A B C GROUPS

Group A	Group B	Group C
Appearance	Appearance	Appearance
Enthus. & I.		Enthus. & I.
	Emot. Stab.	
		Cooperation
		Expression

Those traits that have significant coefficients of correlation for both first and second ratings are listed for the three groups with the points of gain or loss in parenthesis of the second rating over the first rating.

TABLE XVII

SIGNIFICANT COEFFICIENTS OF CORRELATION
FIRST AND SECOND RATINGS -- A B C GROUPS

Group A		Group B		Group C	
Courtesy	(10)				
Adaptability	(5)				
Self-Conf.	(13)				
Expression	(-1)				
Inter. and Apt.	(-1)				
Total	26				
		Health & V.	(-6)		
		Depend.	(4)		
		Intelligence	(-1)	Intelligence	(2)
		Enthus. & I.	(4)		
		Soc. Adjust.	(5)	Soc. Adjust.	(3)
		Total	6	Appearance	(-13)
				Emot. Stab.	(-9)
				Total	-17

There is a tendency for a higher coefficient of correlation on traits between OWN rating and AVERAGE rating after group counseling had been given to Group A, when compared with Group B, members of which received no special attention, or with Group C, a few members of which received some individual counseling. It must be remembered that the members of Group C on the whole, did not receive the stimulation which the Uncounseled Group B and Counseled Group A received through meeting day after day in a Vocational Guidance class, where group discussions on "job finding" and "job getting" were the bases of most of their study. There was some algebraic gain for Group C on certain traits. This gain on a certain few of the traits might be due to the very limited program of individual counseling. Factors other than counseling might easily have been the causes of the changes in the coefficients of correlation that appear between the first and second ratings.

There was a closer relationship between an individual's OWN rating and the AVERAGE of his five raters for Group A than for Group B, or in other words, Group A's coefficients of correlation were higher than Group B for the following traits: Appearance, Courtesy, Self-Confidence, Expression, and Interests and Aptitudes. Group C was higher than Group A for the following traits: Appearance, Courtesy, Intelligence, Emotional Stability, and Social Adjustment. Group C was higher than Group B for Appearance, Courtesy, Interests and Aptitudes, and Emotional Stability.

Referring to the three tables: XVII--High School Sophomores, XIX--High School Seniors, and XX--College Students, Adults and High School pupils, there is a tendency for the coefficients of correlation between OWN rating and AVERAGE of the five raters for the college students to be higher than for the sophomores and seniors for the traits Appearance, Health and Vigor, Dependability, Cooperation, Intelligence and Initiative.

The highest coefficient of correlation between an individual's OWN rating and the AVERAGE judgment of his five raters for all three groups A, B and C are Expression, Courtesy, Self-Confidence, Enthusiasm and Industry, and Emotional Stability.

Adults show a higher coefficient of correlation than do the high school sophomores, high school seniors, or college students for the following traits: Appearance, Courtesy, Self-Confidence, Initiative, and Interests and Aptitudes.

Referring to Table XX, Sharon High School Boys and Girls, the coefficients of correlation between OWN rating and AVERAGE of the five raters for four traits on the Scale shows a higher relationship on the first rating than was found for any one of the other four groups. These four traits ranged from 62 to 73 for the following: Cooperation, Initiative, Enthusiasm and Industry, and Interests and Aptitudes.

TABLE XVIII

COUNSELED and UNCOUNSELED BOYS and GIRLS
Wyandotte High School

CORRELATION of OWN rating and AVERAGE of five raters on traits of the Personal Rating Scale; first (1) and second (2) ratings.

		Counseled	Uncounseled
		Boys & Girls N = 190 r = P.E.	Boys & Girls N = 125 r = P.E.
Appearance	(1)	.27 ±.05	.31 ±.06
	(2)	.18 ±.05	.11 ±.06
Health & V.	(1)	.17 ±.05	.34 ±.05
	(2)	.30 ±.04	.28 ±.06
Courtesy	(1)	.21 ±.05	.14 ±.06
	(2)	.31 ±.04	.22 ±.06
Cooperation	(1)	.07 ±.05	.13 ±.06
	(2)	.31 ±.04	.27 ±.06
Adaptability	(1)	.20 ±.05	.26 ±.06
	(2)	.25 ±.05	.22 ±.06
Self-Conf.	(1)	.29 ±.04	.14 ±.06
	(2)	.42 ±.04	.25 ±.06
Expression	(1)	.25 ±.05	.23 ±.06
	(2)	.24 ±.05	.25 ±.06
Dependability	(1)	.06 ±.05	.26 ±.06
	(2)	.28 ±.04	.30 ±.05
Intelligence	(1)	.19 ±.05	.34 ±.05
	(2)	.34 ±.04	.33 ±.05
Initiative	(1)	.09 ±.05	.32 ±.05
	(2)	.14 ±.05	.23 ±.06
Enthus. & I.	(1)	.34 ±.04	.28 ±.06
	(2)	.18 ±.05	.32 ±.05
Inter. & Apt.	(1)	.27 ±.05	.03 ±.05
	(2)	.26 ±.05	.26 ±.06
Emot. Stab.	(1)	.09 ±.05	.33 ±.05
	(2)	.36 ±.04	.14 ±.06
Soc. Adjust.	(1)	.18 ±.05	.30 ±.05
	(2)	.23 ±.05	.35 ±.05

TABLE XIX

SENIOR BOYS and GIRLS, Atchison High School

CORRELATION of OWN rating and AVERAGE of five raters on traits of the Personal Rating Scale; first (1) and second (2) ratings.

		N=97 r P.E.
Appearance	(1)	.43 ±.06
	(2)	.30 ±.06
Health & Vigor	(1)	.12 ±.07
	(2)	.26 ±.06
Courtesy	(1)	.36 ±.06
	(2)	.31 ±.07
Cooperation	(1)	.23 ±.06
	(2)	.07 ±.07
Adaptability	(1)	-.08 ±.07
	(2)	.14 ±.07
Self-Confidence	(1)	.13 ±.07
	(2)	.15 ±.07
Expression	(1)	.25 ±.06
	(2)	.11 ±.07
Dependability	(1)	.10 ±.07
	(2)	.15 ±.07
Intelligence	(1)	.31 ±.06
	(2)	.33 ±.06
Initiative	(1)	.07 ±.07
	(2)	.09 ±.07
Enthus. & I.	(1)	.31 ±.07
	(2)	.12 ±.07
Inter. & Apt.	(1)	.21 ±.07
	(2)	.31 ±.06
Emot. Stab.	(1)	.38 ±.06
	(2)	.29 ±.06
Soc. Adjust.	(1)	.26 ±.06
	(2)	.29 ±.06

TABLE XX

COLLEGE STUDENTS, W.P.A. LEADERS
HIGH SCHOOL BOYS and GIRLS

CORRELATION of OWN rating and AVERAGE of five raters on traits of the Personal Rating Scale.

(1) Music Department School of Fine Arts University of Kansas Lawrence, Kansas.

(2) Adult Community Service Leaders -- W.P.A. Leadership Course, Emporia, Kansas

(3) Sharon High School Boys & Girls Sharon, Mass.

	(1) College men & women N=73 r	P.E.	(2) W.P.A. men & women N=42 r	P.E.	(3) High School pupils N=19 r	P.E.
Appearance	.36	±.07	.53	±.08	.08	±.15
Health & Vigor	.30	±.07	.07	±.10	.12	±.15
Courtesy	.10	±.08	.40	±.09	.36	±.13
Cooperation	.33	±.07	.17	±.10	.73	±.07
Adaptability	.26	±.07	.25	±.10	.26	±.14
Self Confidence	.14	±.08	.36	±.09	.14	±.15
Expression	.23	±.07	.22	±.10	.34	±.14
Dependability	.31	±.07	.19	±.10	.40	±.13
Intelligence	.41	±.07	.07	±.10	.29	±.14
Initiative	.20	±.08	.28	±.10	.63	±.09
Enthus. & I.	.25	±.07	.30	±.09	.75	±.07
Inter. & Apt.	.03	±.08	.57	±.07	.62	±.10
Emot. Stab.	.20	±.08	.44	±.08	-.23	±.15
Soc. Adjust.	.27	±.07	.27	±.10	.47	±.12

On the basis of the relationships that have been presented through the coefficients of correlation, it is evident that there is little consistency between the traits rated for the various groups of students. There seems to be some improvement in the relationship between OWN and AVERAGE rating scores for the Counseled Group A in Wyandotte High School. It must not be assumed however, the results obtained through increasing the magnitude of correlation obtained in the second rating over those of the first rating are necessarily adequate or that they present a justification for the Group Counseling method.

In none of the groups referred to in this study, was there any Individual Counseling program that would permit any generalizations as to what might happen to a correlation between OWN and AVERAGE scores after a period of Individual Counseling.

The present study cannot determine just what relationship should exist between OWN and AVERAGE Scores on the personality traits. Some correlations do seem to indicate a higher degree of relationship between the individual's OWN rating and the AVERAGE of the estimates of his five raters for certain traits, but this is not conclusive. The coefficients of correlation dealt with here should be examined further with respect to their limitations based on scores which have not been thoroughly checked as to their reliability and validity.

The coefficients of correlation, which show the relationship between the individual's judgment of himself and the AVERAGE judgments of his raters, for each trait and for all the three groups A, B, and C are low. This would mean that most persons' ideas concerning their own personality and the effect of those traits upon associates are not closely related, or that varying standards of evaluations are used.

It is impossible to say whose judgments are correct, the individual's or the average of the five raters, but it can be said that if employment is sought within this group, the evaluation of the personality of the individual seeking employment would be judged by members of this group and not by the individual seeking the employment. Therefore, it seems important that one should seek the evaluations of his personality traits from those within a group of which he desires membership.

EXPERIMENTAL CLASSES: CHECK ON VALIDITY

The group which has been referred to as the "Experimental Group" includes two classes of boys and two classes of girls enrolled in Vocational Guidance classes at Wyandotte High School. Each of these four classes was given both the Personal Rating Scale and the Bernreuter Personality Inventory. This was done in order to secure some data concerning the relationship of this new Scale with an established measure of aspects of personality. One class of girls, and one class of boys received group counseling with the traits on the writer's Scale serving as a frame of reference for group discussions on the development of personality. The other two classes, one of girls and one of boys, received no counseling that pertained to the development of personality. They received copies of their Profiles as did the Counseled Groups.

Judging subjectively from the standpoint of construction, the Bernreuter Personality Inventory seems to have more relationship to the writer's Scale than any other instrument in the field thus far developed. The degree of validity as well as of reliability of the Bernreuter Personality Inventory have been fairly well established when compared with other instruments dealing with the evaluation of different aspects of personality. It must be remembered that herein lies the need of further research

dealing with the nature of personality and in devising new techniques and instruments that are more valid and reliable with which different aspects of personality may be evaluated.

Apart from the validity of the Bernreuter Personality Inventory, there exists the broader question of the objective of the Bernreuter Inventory test to distinguish normal personalities from psychotic and neurotic individuals. The writer's Scale is not especially designed to point out psychopathic or neurotic characteristics of individuals.

The Bernreuter Personality Inventory measures several different aspects of personality at one time, and permits comparisons of one individual with another. Six scales have been prepared, but Mr. Bernreuter claims that the nature of the traits being measured is not readily detectable. These six scales are designated by symbols, B1-N, B2-S, B2-I, B3-D, F1-C and F2-S.

B1-N is a measure of neurotic tendency, emotional stability or sensitivity. High Scoring persons on this particular scale tend to be emotionally unstable. Those who score above the 98th percentile would probably benefit from psychiatric or medical advice. Those whose percentile norms are low tend to be very well balanced emotionally.

B2-S is a measure of self-sufficiency. Scoring high on this scale, the person would prefer to be alone, would

tend to ignore the advice of others. Those scoring low dislike solitude, and would often seek the advice and encouragement from others.

B3-I is a measure of Introversion-Extroversion. There is no trait on the Personal Rating Scale that is similar with this aspect of personality.

B4-D measures dominance and submission. The persons scoring high on this particular scale would tend to dominate others in face-to-face situations. Those whose scores are low would tend to be submissive.

F1-C is the measure of confidence in one's self. Those making a high score on this scale tend to be hamperingly self-conscious, and have feelings of inferiority. Those whose scores are above the 98th percentile would probably benefit from psychiatric or medical advice. Those whose scores are low tend to be wholesomely self-confident, and tend to be well adjusted to their environment.

F2-S is a measure of sociability. High scoring persons on this trait tend to be non-social, independent or solitary. Those scoring low tend to be sociable, and gregarious.

For a more detailed description than that given above for the different scales on the Bernreuter Personality Inventory, the reader is referred to the "Manual for the Personality Inventory."[1]

1. Robert G. Bernreuter, "A Manual for the Personality Inventory." Stanford University, California: Standord University Press, 1935.

In order to compare these two instruments, the percentile rankings for the Bernreuter Inventory were used for computing both the means and standard deviations, and the coefficients of correlation. Since there were no percentile rankings for high school girls for F1-C and F2-S on the Bernreuter Personality Inventory, the percentile norms for high school boys were used for these two aspects of personality.

The means for the Counseled Boys, Counseled Girls, Uncounseled Boys and Uncounseled Girls, are larger in most every case for all the traits on the Personal Rating Scale when compared with the means of the percentile ranks for all the aspects of personality on the Bernreuter Personality Inventory. However, this does not necessarily mean that if ratings on the Personal Rating Scale were put into percentile ranks, they would remain higher. (Tables XXI-XXV)

The standard deviations on the writer's Scale were smaller for most of the traits, and for all the four different classes than were the standard deviations on the Bernreuter Inventory.

The total increase of the means for all the traits of the second rating over the first for ONE rating, as well as for the AVERAGE of the five raters' scores are as follows:

	Own Means	Average Means
Counseled Boys	38.2	8.3
Counseled Girls	20.7	37.7
Uncounseled Boys	37.	10.4
Uncounseled Girls	25.5	35.

This Experimental Group tends to follow the trend of the gain in mean scores of all of the larger groups, second ratings over the first ratings. It must be remembered that these Experimental classes are a part of the total number in the Sophomore High School group which has been discussed previously in this chapter.

The means increased more for the boys OWN rating than for the means of the AVERAGE of his five raters scores. This is the opposite trend from that shown by the scores for the Girls where the AVERAGE of the raters showed much larger gains than for the means for the OWN rating.

TABLE XXI

COUNSELED BOYS, Wyandotte High School

MEANS and STANDARD DEVIATIONS of OWN rating and AVERAGE of five raters; first (1) and second (2) Ratings.

N - 30		OWN rating		AVERAGE of 5	
		mean	S.D.	mean	S.D.
Appearance	(1)	60.3	15.	64.	11.
	(2)	62.	12.4	66.	8.3
Health & Vigor	(1)	62.6	17.	65.	10.
	(2)	60.3	16.8	65.	9.4
Courtesy	(1)	53.7	14.	62.6	11.
	(2)	58.3	14.	62.6	10.2
Cooperation	(1)	58.	13.	62.3	7.2
	(2)	59.	16.6	61.6	7.9
Adaptability	(1)	53.	16.	58.6	9.1
	(2)	57.6	12.9	60.3	9.8
Self-Confidence	(1)	57.1	17.	59.6	9.9
	(2)	57.6	13.9	58.	9.
Expression	(1)	50.4	14.	57.6	9.6
	(2)	55.3	12.7	60.6	8.4
Dependability	(1)	61.3	14.	64.3	10.9
	(2)	63.6	17.6	62.6	8.8
Intelligence	(1)	60.	14.	61.6	11.
	(2)	58.	16.8	62.6	8.1
Initiative	(1)	52.7	17.	55.6	9.2
	(2)	54.	14.4	60.6	8.
Enthusiasm & Industry	(1)	57.6	18.	63.	10.
	(2)	61.	13.	62.6	9.6
Interests & Aptitudes	(1)	58.6	18.9	61.6	12.
	(2)	61.6	13.5	61.6	12.2
Emotional Stability	(1)	47.7	14.5	59.	11.2
	(2)	61.6	13.3	58.6	9.1
Social Adjustment	(1)	60.3	15.8	63.6	10.
	(2)	61.6	15.3	64.	5.9

TABLE XXII

COUNSELED GIRLS, Wyandotte High School

MEANS and STANDARD DEVIATIONS of OWN rating and AVERAGE of five raters; first (1) and second (2) ratings.

N - 28		OWN rating		AVERAGE of 5	
		mean	S.D.	mean	S.D.
Appearance	(1)	63.5	13.	66.	11.
	(2)	65.	12.	69.	10.5
Health & Vigor	(1)	67.1	12.	64.2	10.
	(2)	65.	10.6	66.	10.5
Courtesy	(1)	59.6	16.	67.1	9.
	(2)	65.	11.3	66.	10.5
Cooperation	(1)	56.7	15.	61.4	13.
	(2)	56.7	11.7	62.8	10.8
Adaptability	(1)	53.9	21.7	60.	9.8
	(2)	59.2	12.1	61.7	8.1
Self-Confidence	(1)	47.5	18.6	57.1	12.3
	(2)	55.	14.6	61.	10.1
Expression	(1)	52.2	20.5	59.2	11.1
	(2)	56.7	16.2	64.6	10.8
Dependability	(1)	66.7	16.5	66.4	12.2
	(2)	62.5	12.6	67.	11 .5
Intelligence	(1)	57.1	14.	60.	11.4
	(2)	56.7	11.7	64.6	11.1
Initiative	(1)	52.5	18.	58.2	9.6
	(2)	51.1	13.1	61.4	8.6
Enthusiasm & Industry	(1)	64.2	17.1	61.4	9.3
	(2)	61.7	11.7	66.	11.
Interests & Aptitudes	(1)	61.4	17.8	53.6	13.
	(2)	62.1	12.5	60.	9.4
Emotional Stability	(1)	48.3	18.2	56.4	11.5
	(2)	54.3	13.8	59.2	9.4
Social Adjustment	(1)	60.7	18.8	63.2	11.6
	(2)	61.1	15.3	65.	9.2

TABLE XXIII

UNCOUNSELED BOYS, Wyandotte High School

MEANS and STANDARD DEVIATIONS of OWN rating and AVERAGE of five raters; first (1) and second (2) ratings.

N = 34		OWN rating		AVERAGE of 5	
		mean	S.D.	mean	S.D.
Appearance	(1)	59.1	12 .6	62.9	10.8
	(2)	64.4	11.8	64.1	10.4
Health & Vigor	(1)	61.4	13.	67.	10.5
	(2)	66.	13.4	66.	10.2
Courtesy	(1)	63.2	14.2	64.7	10.9
	(2)	62.6	11.9	65.	11.4
Cooperation	(1)	61.4	15.3	61.7	11.3
	(2)	61.1	11.6	63.2	9.5
Adaptability	(1)	58.5	19.	60.	9.4
	(2)	60.2	11.7	60.8	10.1
Self-Confidence	(1)	53.3	16.7	58.5	9.6
	(2)	57.3	13.7	61.7	10.8
Expression	(1)	55.5	16.2	56.7	11.2
	(2)	63.8	11.3	59.7	9.7
Dependability	(1)	58.2	18.8	64.	11.8
	(2)	66.	11.7	65.	5.9
Intelligence	(1)	57.	15.8	65.	15.2
	(2)	60.	13.5	60.5	11.1
Initiative	(1)	61.4	17.	57.3	9.5
	(2)	59.1	14.5	62.3	9.2
Enthusiasm & Industry	(1)	61.4	18.1	63.8	10.5
	(2)	61.1	16.1	62.	10.7
Interests & Aptitudes	(1)	60.5	17.	60.	12.1
	(2)	59.4	15.1	60.2	12.2
Emotional Stability	(1)	56.4	16.3	57.9	11.2
	(2)	59.7	14.3	59.7	11.1
Social Adjustment	(1)	62.	12.2	63.2	10.1
	(2)	65.	14.9	62.9	11.8

TABLE XXIV

UNCOUNSELED GIRLS, Wyandotte High School

MEANS and STANDARD DEVIATIONS of OWN rating and AVERAGE of five raters; first (1) and second (2) ratings.

N - 32		OWN rating		AVERAGE of 5	
		mean	S.D.	mean	S.D.
Appearance	(1)	63.1	17.9	68.	10.8
	(2)	60.9	14.5	70.	10.2
Health & Vigor	(1)	62.1	15.4	63.4	9.7
	(2)	60.6	14.5	64.3	11.2
Courtesy	(1)	60.	18.7	65.	9.6
	(2)	57.5	13.6	66.	10.6
Cooperation	(1)	53.5	15.4	61.5	7.3
	(2)	54.1	13.7	60.9	9.3
Adaptability	(1)	50.	18.1	58.1	9.8
	(2)	51.6	13.8	62.8	9.2
Self-Confidence	(1)	42.	17.8	57.1	10.2
	(2)	48.8	14.1	57.5	10.9
Expression	(1)	52.2	20.8	57.1	12.2
	(2)	54.7	15.1	60.6	10.
Dependability	(1)	57.5	16.7	63.4	13.
	(2)	58.1	15.5	65.	9.6
Intelligence	(1)	46.3	17.6	59.	11.4
	(2)	47.5	16.	59.	11.7
Initiative	(1)	45.7	16.7	56.5	11.2
	(2)	50.7	15.	62.5	10.5
Enthusiasm & Industry	(1)	55.9	17.	59.6	12.5
	(2)	58.1	14.4	59.3	11.1
Interests & Aptitudes	(1)	55.9	17.4	55.9	13.3
	(2)	54.7	16.6	60.6	13.2
Emotional Stability	(1)	46.6	18.9	57.8	11.5
	(2)	49.4	12.4	59.3	11.4
Social Adjustment	(1)	62.1	19.8	60.3	9.
	(2)	59.	14.5	65.	12.3

TABLE XXV

COUNSELED and UNCOUNSELED GIRLS and BOYS
Scores on BERNREUTER; Wyandotte High School

MEANS and STANDARD DEVIATIONS of different aspects of Personality on the Bernreuter Personality Inventory; first (1) and second (2) ratings.

		Counseled				Uncounseled			
		Boys N-30		Girls N -28		Boys N-34		Girls N -32	
		mean	S.D.	mean	S.D.	mean	S.D.	mean	S.D.
B1-N	(1)	45.4	27.8	47.5	23.9	51.7	32.8	48.5	25.4
	(2)	47.4	28.9	49.	25.4	55.2	20.6	54.1	25.7
B2-S	(1)	43.	24.9	40.	26.2	35.6	24.8	40.	33.7
	(2)	57.3	21.2	45.4	25.3	42.7	20.7	37.2	28.1
B3-I	(1)	48.	29.5	43.6	22.6	53.3	21.3	51.3	26.8
	(2)	49.7	27.9	47.8	25.4	52.4	23.6	54.4	25.5
B4-D	(1)	53.7	26.5	51.4	22.1	46.2	28.9	40.	35.3
	(2)	55.3	20.1	51.9	26.9	56.4	26.	44.7	34.4
F1-C	(1)	46.7	25.8	63.5	21.1	35.	7.2	63.1	25.9
	(2)	47.	31.	57.8	29.2	48.3	24.4	68.1	26.9
F2-S	(1)	37.	29.3	23.3	19.	51.7	26.	30.7	28.
	(2)	44.	28.4	24.7	22.8	43.	23.8	33.2	32.4
Rank Order:									
	(1)	53.7	B4-D	63.5	F1-C	53.3	B3-I	63.1	F1-C
		48.	B3-I	51.4	B4-D	51.7	B1-N	51.3	B3-I
		46.7	F1-C	47.5	B1-N	51.7	F2-S	48.5	B1-N
		45.4	B1-N	43.6	B3-I	46.2	B4-D	40.	B2-S
		43.	B2-S	40.	B2-S	35.6	B2-S	40.	B4-D
		37.	F2-S	23.3	F2-S	35.	F1-C	30.7	F2-S
	(2)	57.3	B2-S	57.8	F1-C	56.4	B4-D	68.1	F1-C
		55.3	B4-D	51.9	B4-D	55.2	B1-N	54.4	B3-I
		49.7	B3-I	49.	B1-N	52.4	B3-I	54.1	B1-N
		47.4	B1-N	47.8	B3-I	48.3	F1-C	44.7	B4-D
		47.	F1-C	45.4	B2-S	43.	F2-S	37.2	B2-S
		44.	F2-S	23.3	F2-S	42.7	B2-S	33.2	F2-S

Note: A measure B1-N of neurotic tendency; B2-S self sufficiency; B3-I of introversion-extroversion; B4-D of dominance-submission; F1-C of confidence in oneself; and F2-S of sociability.

INTERRELATIONSHIPS OF OWN RATING and AVERAGE OF RATERS SCORES

Correlations were computed separately for each of the four classes; Counseled Boys, Counseled Girls, Combined Counseled Boys and Girls, Uncounseled Boys, Uncounseled Girls and Combined Uncounseled Boys and Girls. (Table XXVI)

For the first rating, those traits that had significant coefficients of correlation between an individual's OWN rating and the AVERAGE of his five raters for the Combined Counseled group were: Appearance, Self-Confidence, and Interests and Aptitudes; and for the Combined Uncounseled group were: Appearance, Health and Vigor, Adaptability, Expression, Dependability, Initiative, Interests and Aptitudes, and Social Adjustment.

For the second rating those traits that had significant coefficients of correlation between OWN and AVERAGE ratings for the Combined Counseled group were: Health and Vigor, Courtesy, Self-Confidence, Expression, Dependability, Enthusiasm and Industry; and for the Combined Uncounseled group, they were: Self-Confidence, Initiative, and Social Adjustment.

For both Counseled and Uncounseled groups, there were 56 coefficients of correlation between OWN and AVERAGE of five raters, of which 20 were significant but low. Three traits in the first rating had significant relationships for the Combined Counseled group, and in the Combined Uncounseled group there were 8. After a period of three

months, during which time group counseling took place, the Personal Rating Scale was given again to the members of these groups. From the second ratings, 6 correlations were significant for the Combined Counseled group and 3 for the Combined Uncounseled group.

In order to arrive at a trend for the coefficients of correlation, and to determine if they were significant, second rating over the first (Table XXVI) the algebraic gain was computed for each group within the Experimental Group. These gains and losses are listed in Table XXVI.

TABLE XXVI

GAINS OR LOSSES-- SECOND RATING OVER THE FIRST OF COEFFICIENTS OF CORRELATION FOR DIFFERENT GROUPINGS WITHIN THE EXPERIMENTAL GROUP

Counseled		Uncounseled	
Boys	1.22	Boys	.07
Girls	1.68	Girls	-1.28
Combined Boys & Girls	1.61	Combined Boys & Girls	-.74

It will be noted that there is a trend toward greater gains for the counseled groups than for the uncounseled groups. This trend follows that which existed for the larger counseled and uncounseled groups of sophomores, (Table XIV) even though the number of cases is smaller for the groups within the Experimental Group.

TABLE XXVII

COUNSELED and UNCOUNSELED BOYS and GIRLS
Wyandotte High School

CORRELATION of OWN rating and AVERAGE of five raters on traits of the Personal Rating Scale; first (1) and second (2) ratings.

		Counseled			Uncounseled		
		Boys N-30	Girls N-28	Combined N-58	Boys N-34	Girls N-32	Combined N-66
		r P.E.	r P.E.	r P.E.	r P.E.	r P.E.	r P.E.
Appearance	(1)	.23 ±.11	.47 ±.10	.34 ±.08	.32 ±.10	.48 ±.09	.50 ±.06
	(2)	.19 ±.12	.23 ±.12	.23 ±.08	.35 ±.10	.16 ±.11	.20 ±.08
Health & V.	(1)	.15 ±.12	-.24 ±.10	.01 ±.09	.26 ±.11	.68 ±.06	.45 ±.07
	(2)	.38 ±.11	.24 ±.12	.35 ±.08	.19 ±.11	.25 ±.11	.24 ±.08
Courtesy	(1)	.20 ±.12	.14 ±.12	.13 ±.09	.37 ±.10	.10 ±.12	.23 ±.08
	(2)	.52 ±.09	.30 ±.12	.38 ±.08	.38 ±.10	-.03 ±.12	.16 ±.08
Cooperation	(1)	.15 ±.12	-.06 ±.13	.02 ±.09	.17 ±.11	.34 ±.11	.23 ±.08
	(2)	.41 ±.10	.14 ±.12	.29 ±.08	.31 ±.10	.12 ±.12	.23 ±.08
Adaptability	(1)	.37 ±.11	.27 ±.12	.26 ±.08	.44 ±.09	.24 ±.11	.34 ±.07
	(2)	.33 ±.11	.25 ±.12	.30 ±.08	.11 ±.11	.21 ±.11	.12 ±.08
Self-Conf.	(1)	.35 ±.11	.40 ±.11	.39 ±.08	.06 ±.12	-.04 ±.12	.10 ±.08
	(2)	.20 ±.12	.58 ±.08	.38 ±.08	.55 ±.08	.22 ±.11	.40 ±.06
Expression	(1)	.02 ±.12	.38 ±.11	.24 ±.08	.25 ±.11	.42 ±.10	.34 ±.07
	(2)	.01 ±.12	.49 ±.10	.35 ±.08	.16 ±.11	.30 ±.11	.21 ±.08
Depend.	(1)	.31 ±.10	-.01 ±.13	.15 ±.09	.54 ±.08	.22 ±.11	.36 ±.07
	(2)	.34 ±.11	.37 ±.11	.35 ±.08	.27 ±.11	.33 ±.11	.30 ±.08
Intelligence	(1)	-.09 ±.12	.24 ±.12	.10 ±.09	.16 ±.11	.30 ±.11	.26 ±.07
	(2)	.08 ±.12	.25 ±.12	.11 ±.09	.22 ±.11	.28 ±.11	.26 ±.08
Initiative	(1)	.09 ±.12	-.10 ±.13	-.08 ±.09	.26 ±.11	.44 ±.10	.33 ±.07
	(2)	.25 ±.12	.07 ±.13	.19 ±.05	.32 ±.10	.34 ±.11	.33 ±.07
Enthus. & I.	(1)	.15 ±.12	.43 ±.10	.25 ±.08	.21 ±.11	.30 ±.11	.23 ±.08
	(2)	.19 ±.12	.36 ±.11	.32 ±.08	.33 ±.10	.23 ±.11	.29 ±.08
Inter. & Apt.	(1)	.22 ±.12	.53 ±.09	.36 ±.08	.36 ±.10	.60 ±.08	.45 ±.07
	(2)	.18 ±.12	.36 ±.11	.26 ±.08	.18 ±.11	.33 ±.11	.27 ±.08
Emot. Stab.	(1)	.14 ±.12	-.11 ±.13	.00 ±.09	.40 ±.10	.02 ±.12	.18 ±.08
	(2)	.04 ±.12	.41 ±.11	.12 ±.09	.17 ±.11	.30 ±.11	.20 ±.08
Soc. Adjust.	(1)	-.27 ±.11	.10 ±.13	-.06 ±.09	.27 ±.11	.58 ±.08	.42 ±.07
	(2)	.11 ±.12	.07 ±.13	.09 ±.09	.62 ±.07	.37 ±.10	.47 ±.06

INTERRELATIONSHIPS BETWEEN TRAITS ON THE PERSONAL RATING SCALE AND SIMILAR ASPECTS OF PERSONALITY ON THE BERNREUTER PERSONALITY INVENTORY

The interrelationships between seven traits on the Personal Rating Scale and five similar aspects of personality on the Bernreuter Personality Inventory were sought in this study. Coefficients of correlation were computed between the following similar aspects of personality on the two different instruments:

Courtesy	F2-S
Cooperation	F2-S
Self-Confidence	F1-C, B2-S and B4-D
Intelligence	B4-D
Initiative	B2-S
Emotional Stability	F2-S and B1-N
Social Adjustment	F2-S and B2-S

All those coefficients of correlation which were significant, that is 4 x P.E., are found in Tables XXVII and XXVIII. It will be noted that these tables contain correlations for Combined Boys and Girls, for both the Counseled and Uncounseled groups. The Combined Groups having a greater number of cases involved, tends to make the computations more reliable than for the groups that have a few number of cases involved. There were 58 cases of

Counseled Boys and Girls in the Combined Counseled Group. Bearing in mind the number of cases involved, comparisons will be made between the coefficients of correlation of similar aspects of personality on the Bernreuter Personality Inventory and the Personal Rating Scale for both OWN rating (Table XXVIII) and AVERAGE of the five raters. (Table XXIX)

There were 16 significant coefficients of correlation for OWN ratings between traits on the Personal Rating Scale and similar aspects on the Bernreuter Personality Inventory and 13 significant coefficients of correlation for the AVERAGE of the five raters. (Tables XXVIII and XXIX) There were a total of 4 significant relationships for the boys, and 13 for the girls, and 12 for the Combined Group.

There is definitely a relationship between the trait Self-Confidence on the writer's scale and F1-C (a measure of confidence in oneself) on the Bernreuter. There were 8 significant coefficients of correlation. (Tables XXVIII and XXIX) There is also a significant relationship between the individual's OWN rating and the AVERAGE of the five raters for Self-Confidence on the Personal Rating Scale. (Table XXVII)

The coefficient of correlation between Courtesy and F2-S (A measure of sociability) for the Combined Counseled Boys and Girls is higher for the AVERAGE of the five raters than for the individual's OWN rating, though both were significant.

For Cooperation and F2-S, the coefficient of correlation for the Combined Counseled Average rating was significant.

Self-Confidence and B2-S (a measure of self sufficiency) has a significant relationship for OWN and AVERAGE ratings for Uncounseled Girls.

Two correlations for Self-Confidence and B4-D (a measure of dominance-submission) were significant for Combined Counseled and Uncounseled Girls, OWN rating, and one for Uncounseled Girls and one for Combined Uncounseled, AVERAGE rating. There is a slight tendency for the two correlations to be higher for AVERAGE ratings.

For Intelligence and B4-D, two significant correlations for Counseled Girls and Uncounseled Boys, OWN ratings were found to exist. There were no significant correlations for AVERAGE ratings.

For Uncounseled Girls, OWN rating, there was a relationship between Initiative and B2-S. For the AVERAGE rating, there were two significant relationships, for Counseled and Uncounseled Girls.

Only one significant correlation was found between Emotional Stability and F2-S. This was for the Combined Counseled Group, AVERAGE ratings.

Emotional Stability and B1-N (a measure of neurotic tendency) when correlated, were found to have three significant relationships. These were for OWN rating, Counseled Girls, Boys and Combined Groups.

The relationship between Social Adjustment and B2-S for Combined Counseled group, OWN rating, was significant. For the Combined Counseled and Uncounseled Boys, AVERAGE

rating, a high relationship existed.

There were no significant relationships between Social Adjustment and F2-S. Apparently these two instruments are not measuring the same thing, even though the descriptive names are similar.

It will be noted at the end of Tables XXVIII and XXIX that the correlation between the I.Q. on the Otis Self-Administering Intelligence Test and Intelligence on the writer's scale have four significant relationships. These are for Uncounseled Girls, OWN rating, Counseled Boys, Uncounseled Boys, Uncounseled Girls and Combined Uncounseled, AVERAGE ratings.

The significant correlations are so scattered that one cannot arrive at a definite statement concerning any definite trends of relationships. Apparently the two instruments are in many cases, measuring different aspects of personality; or they have such a different approach, too few cases involved, that it is difficult to interpret the relationship, if any exists, between these two instruments.

Further research will have to be made before any definite conclusions can be drawn as to the validity of the Personal Rating Scale.

TABLE XXVIII

COUNSELED and UNCOUNSELED BOYS and GIRLS
Experimental Group-Wyandotte High School

Own Rating

CORRELATION of different aspects of Personality on the Bernreuter Personality Inventory and OWN rating of similar aspects on the Personal Rating Scale; first (1) and second (2) ratings. *I.Q. from the Otis Self-Administering Intelligence Test.

		Counseled						Uncounseled					
		Boys N-30		Girls N-28		Combined N-58		Boys N-34		Girls N-32		Combined N-66	
		r	P.E.	r	P.E.	r	P.E.	r	P.E.	r	P.E.	r	P.E.
F1-C & Self-Conf.	(1)	-.28	±.11	-.07	±.13	-.16	±.09	-.44	±.07	-.22	±.11	-.40	±.07
	(2)	-.32	±.11	-.55	±.09	-.41	±.07	.06	±.11	-.44	±.10	-.28	±.08
F2-S & Soc. Adjust.	(1)	-.10	±.11	-.38	±.11	-.22	±.08	-.14	±.11	-.07	±.12	-.09	±.08
	(2)	-.03	±.12	-.30	±.12	-.10	±.09	-.05	±.12	-.18	±.12	-.06	±.08
F2-S & Courtesy	(1)	-.05	±.12	-.12	±.13	-.42	±.08	.01	±.12	-.34	±.11	-.01	±.08
	(2)	.07	±.12	.08	±.13	.07	±.09	-.23	±.11	-.33	±.11	-.17	±.08
F2-S & Cooperation	(1)	-.25	±.12	-.02	±.13	.05	±.08	.08	±.11	-.33	±.11	-.11	±.08
	(2)	-.09	±.12	-.14	±.13	.06	±.09	.12	±.11	-.03	±.12	.14	±.08
F2-S & Emot. Stab.	(1)	-.29	±.11	.08	±.13	-.22	±.08	-.00	±.12	-.04	±.12	-.04	±.08
	(2)	-.22	±.12	.13	±.13	.03	±.09	-.05	±.12	.14	±.12	.14	±.08
B1-N & Emot. Stab.	(1)	-.57	±.08	-.53	±.09	-.54	±.08	-.34	±.10	-.14	±.12	-.18	±.08
	(2)	.02	±.12	-.31	±.12	-.14	±.09	-.17	±.12	-.03	±.12	-.12	±.08
B2-S & Self-Conf.	(1)	-.08	±.12	.35	±.11	.06	±.09	.01	±.12	.00	±.11	-.06	±.08
	(2)	.00	±.12	.10	±.13	.03	±.09	-.08	±.11	.44	±.09	.17	±.08
B2-S & Initiative	(1)	.08	±.12	.20	±.12	.04	±.09	.16	±.11	.29	±.11	.16	±.08
	(2)	-.20	±.12	-.30	±.11	-.13	±.08	-.19	±.11	.56	±.06	.22	±.08
B2-S & Social Adjust	(1)	-.10	±.12	-.31	±.12	-.27	±.09	.28	±.11	.01	±.12	.09	±.08
	(2)	.09	±.12	-.23	±.12	-.09	±.09	-.06	±.12	.01	±.12	-.01	±.08
B4-D & Self-Conf.	(1)	.03	±.12	.42	±.11	.22	±.08	.23	±.11	.04	±.12	.15	±.08
	(2)	.13	±.12	.37	±.11	.32	±.08	-.02	±.11	.40	±.10	.25	±.08
B4-D & Intelligence	(1)	.23	±.12	.48	±.10	.27	±.08	-.01	±.12	.33	±.10	.27	±.08
	(2)	-.03	±.12	.24	±.12	.06	±.09	-.43	±.07	.18	±.12	.08	±.08
*Otis I.Q. & Intelligence	(1)	-.05	±.12	.40	±.11	.15	±.09	.01	±.10	.22	±.11	.16	±.08
	(2)	-.08	±.12	.12	±.13	.00	±.09	.03	±.11	.10	±.12	.06	±.08

TABLE XXIX

COUNSELED and UNCOUNSELED BOYS and GIRLS
Experimental Group-Wyandotte High School

Average Rating

CORRELATION of different aspects of personality on the Bernreuter Personality Inventory and AVERAGE of five raters of similar aspects on the Personal Rating Scale; first (1) and second (2) ratings. *I. Q. from the Otis Self-Administering Intelligence Test.

		Counseled						Uncounseled					
		Boys N-30		Girls N-28		Combined N-58		Boys N-34		Girls N-32		Combined N-66	
		r	P.E.	r	P.E.	r	P.E.	r	P.E.	r	P.E.	r	P.E.
F1-C & Self-Conf.	(1)	-.19	±.12	.28	±.12	-.20	±.09	-.18	±.11	-.42	±.10	-.26	±.08
	(2)	-.06	±.13	-.40	±.11	-.21	±.08	.01	±.12	-.64	±.07	-.43	±.07
F2-S & Soc. Adjust.	(1)	-.10	±.12	.28	±.12	.07	±.09	-.15	±.11	-.07	±.12	-.13	±.08
	(2)	-.08	±.06	-.13	±.13	-.14	±.09	-.18	±.11	.01	±.12	.08	±.02
F2-S & Courtesy	(1)	-.07	±.12	.04	±.13	-.47	±.07	-.38	±.10	-.08	±.12	-.23	±.08
	(2)	-.07	±.12	.10	±.13	-.22	±.09	-.21	±.11	.22	±.11	-.01	±.08
F2-S & Cooperation	(1)	-.05	±.12	.04	±.13	-.44	±.07	-.11	±.11	-.21	±.12	-.13	±.08
	(2)	-.21	±.12	.03	±.13	-.11	±.09	-.21	±.11	-.02	±.12	-.08	±.08
F2-S & Emot. Stab.	(1)	.02	±.12	.15	±.12	-.32	±.08	-.12	±.11	.13	±.12	.01	±.11
	(2)	-.04	±.12	-.10	±.13	-.07	±.09	-.10	±.11	-.10	±.12	-.10	±.08
B1-N & Emot. Stab.	(1)	-.07	±.12	.25	±.12	-.16	±.09	-.14	±.11	.02	±.12	-.20	±.08
	(2)	.23	±.12	-.03	±.13	.10	±.09	-.15	±.11	-.15	±.12	.25	±.07
B2-S & Self-Conf.	(1)	.10	±.12	.07	±.13	-.12	±.09	-.35	±.10	.02	±.12	.10	±.08
	(2)	-.07	±.12	.08	±.13	-.03	±.09	.06	±.12	.42	±.10	.09	±.08
B2-S & Initiative	(1)	.03	±.12	.48	±.10	.01	±.09	-.39	±.10	.03	±.12	.09	±.08
	(2)	-.10	±.12	.10	±.13	-.03	±.09	-.20	±.11	.59	±.08	.29	±.08
B2-S & Soc. Adjust.	(1)	-.35	±.10	.15	±.12	-.33	±.08	-.53	±.08	.04	±.12	-.25	±.11
	(2)	-.04	±.12	.05	±.13	-.01	±.09	-.32	±.10	.15	±.12	.00	±.08
B4-D & Self-Conf.	(1)	.39	±.10	.38	±.11	.26	±.08	-.04	±.12	.33	±.11	.07	±.08
	(2)	-.01	±.12	.23	±.12	.10	±.09	.10	±.11	.55	±.08	.37	±.07
B4-D & Intelligence	(1)	.02	±.12	.11	±.13	-.01	±.09	-.23	±.11	.14	±.12	-.00	±.11
	(2)	-.16	±.12	-.01	±.13	-.06	±.09	-.01	±.12	.30	±.11	.17	±.08
*Otis I.Q. & Intelligence	(1)	.40	±.10	-.38	±.11	.28	±.09	.42	±.10	.40	±.10	.34	±.07
	(2)	.16	±.12	-.17	±.12	.03	±.09	.15	±.11	.10	±.12	.29	±.08

INDEXES OF PERSONALITY

The Index of the total personality of an individual is gained by adding the scores for all the traits and dividing the total by the number of traits. This Index number may be considered indicative of whether the individual on the whole, over-estimates, under-estimates, or is more or less in agreement with the AVERAGE of his five raters' scores for the traits on the Personal Rating Scale. This Index number does not indicate in which traits, if any, there is a difference between the individual's OWN rating and the AVERAGE of his five raters' scores.

The Index of Personality is given for each pupil for each of the four classes in the Experimental Group. (Tables XXX-XXXIII) Examples showing a Profile of three different pupils were chosen from the senior group of Atchison High School, one whose Index of Personality is less, one whose Index is about the same, and another whose Index is greater than the Index obtained from the AVERAGE of the scores of each pupil's five raters.

Profile representation was made of the individual's OWN rating and the AVERAGE scores of his five raters in order that the reader might see for himself how the Index of the total personality of an individual might be used in a guidance situation. (pp. 155-172)

A counselor might use the Indexes of Personality to locate cases who might be in need of individual counseling.

TABLE XXX

COUNSELED BOYS, Wyandotte High School

INDEX of Personality for each boy from OWN (O) rating and from AVERAGE(A) of five raters on the Personal Rating Scale; first (1) and second (2) ratings.

N = 30

		First Ratings			Second Ratings			Difference	
	Name	O.	A.	Diff.	O.	A.	Diff.	Own 1&2R.	Ave. 1&2R.
1.	B.A.	56	58	2	59	53	-6	3	-5
2.	W.A.	63	60	-3	52	60	8	-11	--
3.	S.B.	52	56	4	54	59	5	2	3
4.	C.B.	54	57	3	71	63	-7	17	6
5.	M.B.	56	58	2	56	57	1	--	-1
6.	R.C.	61	58	-3	66	57	-9	5	-1
7.	L.V.D.	59	71	12	70	63	-7	11	-8
8.	B.D.	38	58	20	52	55	3	14	-3
9.	B.De.	60	54	-6	58	58	--	-2	4
10.	H.F.	42	53	11	42	61	19	--	8
11.	C.F.	44	65	21	46	64	18	2	-1
12.	R.G.	54	56	2	45	59	14	-9	3
13.	C.H.	47	62	15	51	54	3	4	-8
14.	B.H.	56	65	9	58	59	1	2	-6
15.	S.J.	41	68	27	45	69	24	4	1
16.	A.K.	54	78	24	64	77	13	10	-1
17.	G.K.	66	66	--	51	65	14	-15	-1
18.	A.K.	44	62	18	68	63	-5	24	1
19.	B.M.	60	74	14	72	72	--	12	-2
20.	J.M.	55	57	2	47	48	1	-8	-9
21.	R.M.	59	59	--	57	56	-1	-2	-3
22.	T.M.	63	52	-11	53	57	4	-10	5
23.	W.R.	48	60	12	42	62	20	-6	2
24.	J.R.	47	60	13	59	61	2	12	1
25.	Joe R.	54	54	--	73	66	-7	19	12
26.	R.S.	51	54	3	61	68	17	--	14
27.	E.S.	52	57	5	57	56	-1	5	-1
28.	N.S.	67	70	3	68	72	4	1	2
29.	B.S.	76	62	-14	73	64	-9	-3	2
30.	V.W.	70	59	-11	76	62	-14	6	3

TABLE XXXI

COUNSELED GIRLS, Wyandotte High School

INDEX of Personality for each girl from OWN (O) rating and from AVERAGE (A) of five raters on the Personal Rating Scale; first (1) and second (2) ratings.

N = 28

		First Ratings			Second Ratings			Difference.	
	Name	O.	A.	Diff.	O.	A.	Diff.	Own 1&2R.	Ave. 1&2R.
1.	M.C.	47	48	1	52	55	3	5	7
2.	O.E.	50	61	11	54	60	6	4	-1
3.	R.F.	49	68	19	65	71	6	16	3
4.	K.F.	52	54	2	57	62	5	5	8
5.	H.F.	56	70	14	52	65	13	-4	-5
6.	D.G.	62	67	5	73	62	-11	11	-5
7.	D.Gr.	67	51	-16	52	54	2	-15	3
8.	E.H.	57	54	-3	60	63	3	3	9
9.	P.H.	53	50	-3	48	51	3	-5	1
10.	M.H.	60	49	-11	65	76	11	5	27
11.	I.I.	62	56	-6	60	54	-6	-2	-2
12.	S.L.	56	56	--	50	60	10	-6	4
13.	E.Mc.	48	54	6	47	57	10	-1	3
14.	B.P.	63	56	-7	61	64	3	-2	8
15.	F.P.	49	66	17	60	65	5	11	-1
16.	J.R.	64	54	-10	66	57	-9	2	3
17.	R.R.	67	71	4	69	63	-6	2	-8
18.	O.S.	46	65	19	50	57	7	4	-8
19.	L.S.	45	63	18	52	63	11	7	--
20.	E.S.	57	51	-6	51	57	6	-6	6
21.	M.S.	55	72	17	65	70	5	10	-2
22.	B.S.	38	64	26	58	66	8	20	2
23.	P.V.	70	63	-7	57	69	12	-13	6
24.	M.W.	65	66	1	62	71	9	-3	5
25.	J.W.	51	59	8	52	61	9	1	2
26.	N.W.	55	66	11	59	73	14	4	7
27.	D.W.	61	72	11	56	77	21	-5	5
28.	D.W.	72	75	3	68	73	5	-4	-2

TABLE XXXII

UNCOUNSELED BOYS, Wyandotte High School

INDEX of Personality for each boy from OWN (O) rating and from AVERAGE (A) of five raters on the Personal Rating Scale; first (1) and second (2) ratings.

N - 34

		First Ratings			Second Ratings			Difference	
	Name	O.	A.	Diff.	O.	A.	Diff.	Own 1&2R.	Ave. 1&2R.
1.	J.B.	50	61	11	56	53	-3	6	-8
2.	W.B.	52	54	2	46	52	6	-6	-2
3.	R.B.	59	59	--	62	69	7	3	10
4.	D.C.	57	55	-2	64	59	-5	7	4
5.	C.C.	84	61	-23	74	72	-2	-10	11
6.	W.C.	40	62	22	63	61	-2	23	-1
7.	E.DeV.	74	80	6	86	88	2	12	8
8.	D.D.	56	58	2	56	57	1	--	-1
9.	J.G.	70	70	--	64	61	-3	-6	-9
10.	B.G.	52	56	4	53	66	13	1	10
11.	M.H.	56	58	2	51	58	7	-5	--
12.	K.H.	35	53	18	66	59	-7	31	6
13.	K.J.	67	63	-4	67	60	-7	--	-3
14.	I.K.	56	60	4	70	62	-8	14	2
15.	L.L.	54	65	11	55	63	8	1	-2
16.	E.L.	56	71	15	60	71	11	4	--
17.	S.L.	62	64	2	72	62	10	10	-2
18.	C.M.	59	74	15	66	76	10	7	2
19.	J.M.	45	50	5	59	57	-2	14	7
20.	V.P.	59	54	-5	63	49	-14	4	-5
21.	A.J.Q.	50	50	--	47	53	6	-3	3
22.	R.R.	56	59	3	71	55	-16	15	-4
23.	B.R.	45	56	11	53	59	6	8	3
24.	W.R.	64	62	-2	71	61	-10	7	-1
25.	E.R.	68	50	-18	54	65	11	-14	15
26.	R.R.	60	67	7	62	73	11	2	6
27.	H.S.	48	55	7	50	62	12	2	7
28.	E.S.	57	64	7	52	61	9	-5	-3
29.	J.S.	48	65	17	59	60	1	11	-5
30.	D.S.	77	62	-15	57	65	8	-20	3
31.	P.S.	62	65	3	58	62	4	-4	-3
32.	H.S.	83	70	-13	67	59	-8	-16	-11
33.	H.Sub.	45	56	11	47	53	6	2	-3
34.	R.V.	56	52	-4	59	61	2	3	9

TABLE XXXIII

UNCOUNSELED GIRLS, Wyandotte High School

INDEX of Personality for each girl from OWN (O) rating and from AVERAGE (A) of five raters on the Personal Rating Scale; first (1) and second (2) ratings.

N = 32

		First Ratings			Second Ratings			Difference	
	Name	O.	A.	Diff.	O.	A.	Diff.	Own 1&2R.	Ave. 1&2R.
1.	D.B.	54	70	16	55	73	18	1	3
2.	B.D.	64	61	-3	56	70	15	-9	9
3.	W.E.	66	64	-2	60	70	10	-6	6
4.	W.G.	68	55	-13	49	58	9	-19	3
5.	J.G.	46	65	19	48	59	11	2	-6
6.	L.G.	60	61	1	49	64	15	-11	3
7.	N.H.	36	49	13	51	46	-5	15	-3
8.	N.Hard.	51	57	6	56	64	8	5	7
9.	A.H.	50	59	9	57	66	9	7	7
10.	H.H.	59	62	3	61	57	-4	2	-5
11.	R.H.	52	61	9	48	62	14	-4	1
12.	J.H.	39	67	28	53	66	13	14	-1
13.	J.L.	52	74	22	69	71	2	17	-3
14.	J.M.	46	54	8	49	64	15	3	10
15.	D.Mc.	65	62	-3	60	63	3	-5	1
16.	L.M.	58	59	1	51	63	12	-7	4
17.	D.Q.	69	78	9	60	72	12	-9	-6
18.	F.Q.	46	50	4	55	51	-4	9	1
19.	L.R.	54	58	4	49	61	12	-5	3
20.	B.S.	39	51	12	46	56	10	7	5
21.	E.S.	50	57	7	55	57	2	5	--
22.	F.S.	46	46	--	51	54	3	5	8
23.	P.S.	73	63	-10	46	72	26	-27	9
24.	P.T.	69	66	-3	66	70	4	-3	4
25.	M.T.	52	56	4	63	54	-9	11	-2
26.	B.T.	42	56	14	49	55	6	7	-1
27.	D.T.	55	58	3	61	63	2	6	5
28.	A.W.	57	68	11	62	75	13	5	7
29.	R.W.	40	59	19	43	55	12	3	-4
30.	V.W.	45	66	11	46	61	15	1	-5
31.	D.W.	59	54	5	60	65	-5	1	1
32.	V.W.	31	48	17	41	49	8	10	1

PROFILE FROM THE RATING SCALES

General Information

Fill in this page and the top of page three (3). Return with YOUR Personal Rating Scale.

Date October 10 1941

1. Name A.K. (First Rating) (Last) (First) 2. Sex M 3. Race (color) White

4. Home address: Street 422 Sand---- Phone -

City Kansas City State Kansas

5. Birthdate: Year 1925 Month 9 Day 13 6. Present Age. Years 16

7. Name of School (attending or last attended) Wyandotte High School

8. School address: City K.C. State Kansas Phone Dr. 2180

9. Still in school? Yes 10. Course in school College Preparatory in Science

11. Present grade in school (or grade last attended).
—(put a circle around the appropriate grade):

Grammar School: 1 2 3 4 5 6 7 8

High School: 1 2 3 4

College: 1 2 3 4 5 6 7

12. Name of advisor Mr. Gregory

13. If not a wage-earner, on whom dependent? Mrs. P.K.

14. Occupation --

15. Business address: City -- State --

16. Name of Employer Mr. E.P.

17. Religion Catholic 18. A church-goer? Yes

19. Environment: (check) Urban X Suburban Rural

20.

Names of YOUR Raters	Address	Relationship to You
1. E.P.	K.C.	Employer
2. J.H.	K.C.	Friend
3. J.G.	K.C.	Friend
4. Mr. B.	K.C.	Teacher
5. P.K.	K.C.	Sister

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY
of the
Personal Rating Scales

In applying numerical value to the fifty-point scale that appears after each trait, consider the first point at the left to be zero, and for each succeeding point up to the check mark made by the rater add two credits.

On this Summary sheet under the column headed "Own" should be placed the individual's estimate of his own rating for each trait. Then in columns 1, 2, 3, 4, and 5 place the estimates of the ratings made by the five raters. In the last column should be placed the average of the five raters.

	Own	1	2	3	4	5	Average of the five raters
Appearance	70	70	50	50	70	70	62
Health and Vigor	50	70	50	50	50	70	58
Courtesy	70	90	70	70	70	90	78
Cooperation	48	70	68	72	70	50	66
Adaptability	18	68	48	70	50	50	57
Self-Confidence	42	50	48	90	48	50	51
Expression	50	70	26	50	50	50	49
Dependability	70	70	66	90	70	74	74
Intelligence	50	70	48	70	60	72	64
Initiative	10	70	48	70	70	30	58
Enthusiasm and Industry	38	50	26	90	50	50	53
Interests and Aptitudes	8	70	28	50	50	46	49
Emotional Stability	38	70	50	70	90	72	70
Social Adjustment	58	70	70	92	90	70	78
	44						62

PROFILE OF THE INDIVIDUAL

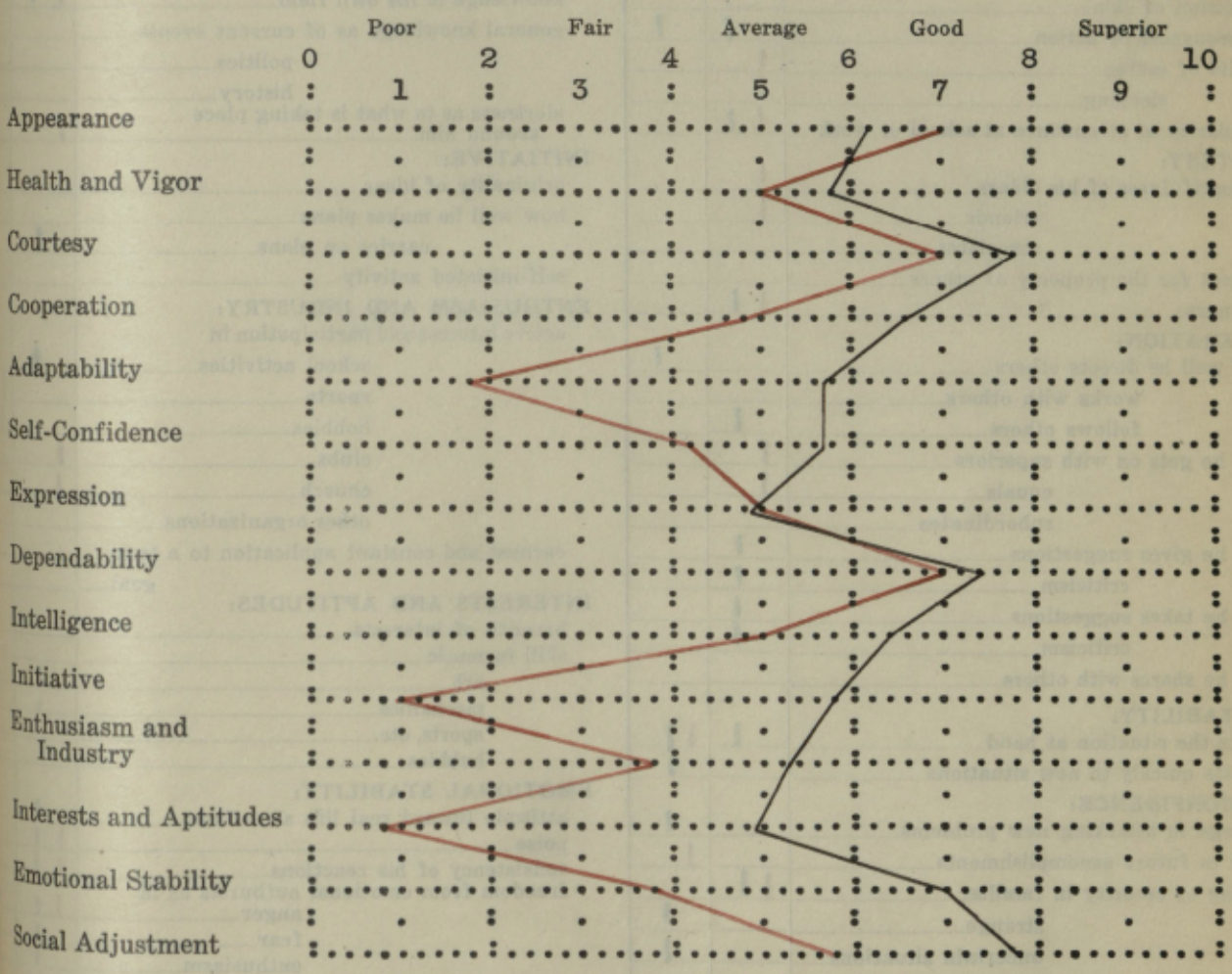
Name A.K. (First Rating)

Address Kansas City

School or Occupation W.H.S. Address Kansas City , Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Own Rating 44 Average Rating 62

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness		
neatness of clothes		
choice of clothes		
care of hair		
nails		
teeth		
use of cosmetics		
facial expression		
general appearance of being alert		
HEALTH AND VIGOR:		
condition of skin		
vigorousness of action		
habits of eating		
sleeping		
regularity of attendance at school or work		
COURTESY:		
thoughtfulness of his elders		
friends		
associates		
respect for the property of others		
manners		
COOPERATION:		
how well he directs others		
works with others		
follows others		
how he gets on with superiors		
equals		
subordinates		
how he gives suggestions		
criticism		
how he takes suggestions		
criticism		
how he shares with others		
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		
SELF-CONFIDENCE:		
courage in attacking new problems		
faith in future accomplishments		
feeling of security in familiar		
strange		
uncertain situations		
EXPRESSION:		
carries on a conversation with superiors		
equals		
clarity of speech		
writing		
use of gestures		
quality of voice		
vocabulary		

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness		
accuracy		
thoroughness		
loyalty to superiors		
organizations		
faithfulness to friends		
ideals		
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		
general knowledge as of current events		
politics		
history		
alertness as to what is taking place around him		
INITIATIVE:		
originality of ideas		
how well he makes plans		
carries on plans		
self-initiated activity		
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities		
sports		
hobbies		
clubs		
church		
other organizations		
earnest and constant application to a task		
goal		
INTERESTS AND APTITUDES:		
breadth of interests		
skill in music		
art		
mechanics		
sports, etc.		
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		
poise		
consistency of his reactions		
freedom from emotional outbursts as in		
anger		
fear		
enthusiasm		
moodiness		
observances of accepted standards		
SOCIAL ADJUSTMENT:		
has many friends and acquaintances		
membership in groups and clubs		
enjoys social games		
dances		
appreciation of other peoples' interests		
problems		

PROFILE OF THE INDIVIDUAL

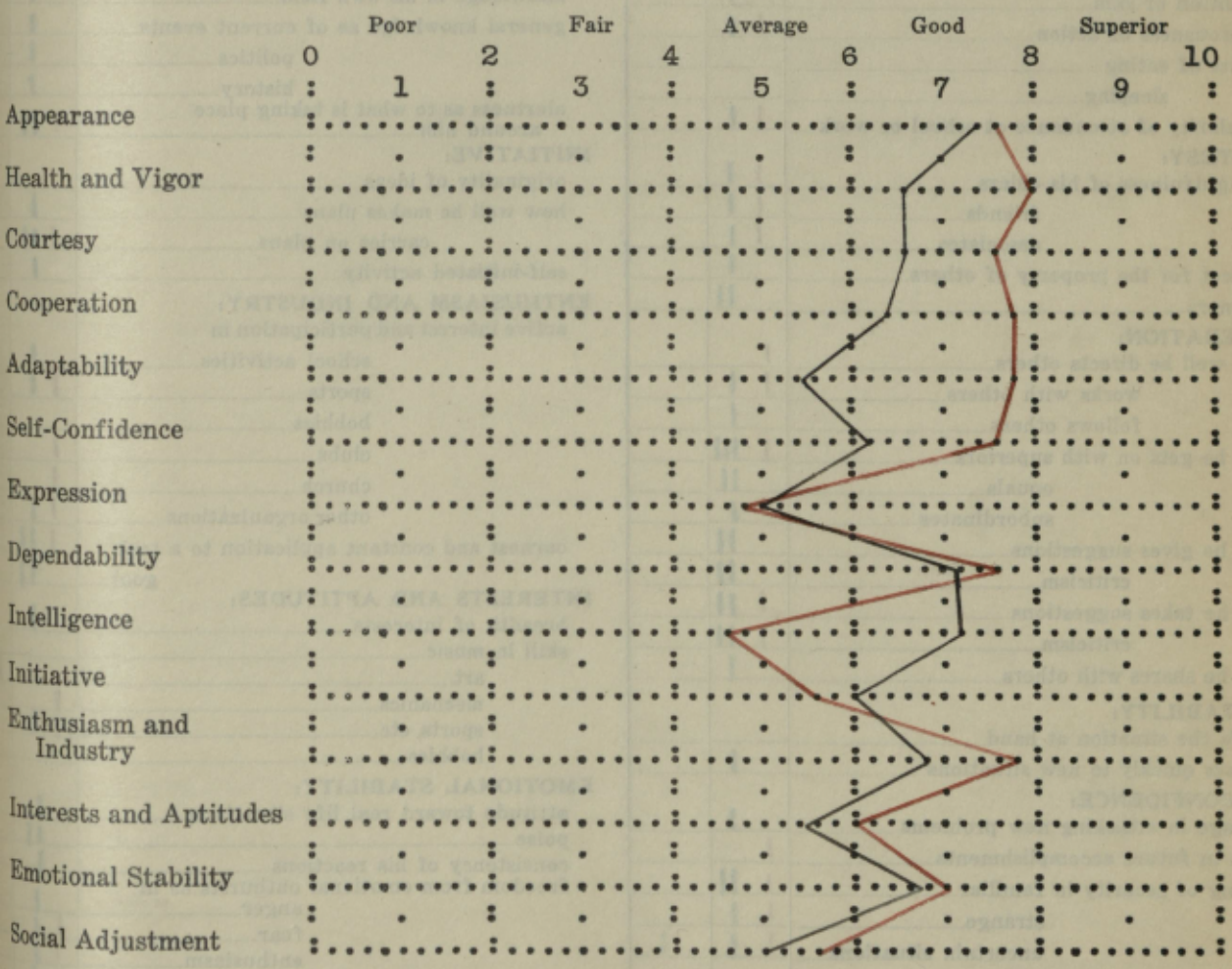
Name A.K. (Second Rating)

Address K.C.

School or Occupation Wyandotte H.S. Address Kansas City, Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Own Rating 68 Average Rating 63

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness	1	3
neatness of clothes	1	4
choice of clothes	1	1
care of hair	1	3
nails	1	2
teeth	1	2
use of cosmetics		
facial expression	1	1
general appearance of being alert	1	1
HEALTH AND VIGOR:		
condition of skin		1
vigorousness of action	1	1
habits of eating		
sleeping		
regularity of attendance at school or work	1	1
COURTESY:		
thoughtfulness of his elders	1	1
friends	1	1
associates	1	1
respect for the property of others		1
manners		2
COOPERATION:		
how well he directs others	1	
works with others	1	1
follows others		1
how he gets on with superiors	1	3
equals		2
subordinates		1
how he gives suggestions		2
criticism		2
how he takes suggestions	1	2
criticism	1	2
how he shares with others		1
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		1
SELF-CONFIDENCE:		
courage in attacking new problems		1
faith in future accomplishments	1	
feeling of security in familiar	1	2
strange	1	1
uncertain situations	1	1
EXPRESSION:		
carries on a conversation with superiors		
equals		1
clarity of speech		1
writing		
use of gestures		
quality of voice	1	
vocabulary		1

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness	1	2
accuracy		2
thoroughness		1
loyalty to superiors	1	2
organizations	1	3
faithfulness to friends		1
ideals		1
INTELLIGENCE:		
how quickly he does his work		1
how thoroughly he does his work		2
knowledge in his own field		1
general knowledge as of current events		1
politics		1
history		1
alertness as to what is taking place around him	1	2
INITIATIVE:		
originality of ideas		
how well he makes plans		1
carries on plans	1	2
self-initiated activity		1
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities		1
sports	1	1
hobbies		
clubs	1	
church	1	
other organizations	1	1
earnest and constant application to a task	1	2
goal		2
INTERESTS AND APTITUDES:		
breadth of interests		1
skill in music		
art		1
mechanics	1	
sports, etc.	1	1
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		1
poise		2
consistency of his reactions		1
freedom from emotional outbursts as in		
anger		1
fear	1	1
enthusiasm	1	1
moodiness	1	1
observances of accepted standards		1
SOCIAL ADJUSTMENT:		
has many friends and acquaintances	1	
membership in groups and clubs	1	1
enjoys social games		1
dances	1	
appreciation of other peoples' interests		
problems		

PROFILE FROM THE RATING SCALES

General Information

Fill in this page and the top of page three (3). Return with YOUR Personal Rating Scale.

Date October 9 194 1

1. Name P.H. (First Rating) (Last) (First) 2. Sex F 3. Race (color) White

4. Home address: Street 3553 Free-- Phone --

City Kansas City, [illegible] State Kansas

5. Birthdate: Year 1926 Month 8 Day 5 6. Present Age. Years 15

7. Name of School (attending or last attended) Wyandotte High School

8. School address: City K.C. State Kansas Phone Dr. 2180

9. Still in school? Yes 10. Course in school Commercial

11. Present grade in school (or grade last attended).
—(put a circle around the appropriate grade):

Grammar School: 1 2 3 4 5 6 7 8

High School: 1 2 3 4

College: 1 2 3 4 5 6 7

12. Name of advisor Mr. Salyer

13. If not a wage-earner, on whom dependent? Guardian

14. Occupation --

15. Business address: City --- State --

16. Name of Employer ---

17. Religion Christian 18. A church-goer? Yes

19. Environment: (check) Urban X Suburban Rural

20.

Names of YOUR Raters	Address	Relationship to You
1. P.P.	K.C.	Friend
2. Mrs. M.	K.C.	Friend
3. M.G.	K.C.	Teacher
4. D.S.	K.C.	Friend
5. B.G.	K.C.	Friend

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY
of the
Personal Rating Scales

In applying numerical value to the fifty-point scale that appears after each trait, consider the first point at the left to be zero, and for each succeeding point up to the check mark made by the rater add two credits.

On this Summary sheet under the column headed "Own" should be placed the individual's estimate of his own rating for each trait. Then in columns 1, 2, 3, 4, and 5 place the estimates of the ratings made by the five raters. In the last column should be placed the average of the five raters.

	Own	1	2	3	4	5	Average of the five raters
Appearance	60	46	48	46	70	92	60
Health and Vigor	60	70	44	8	70	70	52
Courtesy	40	46	4	6	50	28	27
Cooperation	38	68	22	6	46	50	38
Adaptability	58	70	46	68	70	70	65
Self-Confidence	52	70	44	66	86	32	60
Expression	58	50	66	10	70	54	50
Dependability	52	72	10	48	68	72	54
Intelligence	62	50	42	48	68	50	52
Initiative	58	50	42	66	50	32	48
Enthusiasm and Industry	60	68	44	8	84	50	51
Interests and Aptitudes	60	68	6	66	50	50	48
Emotional Stability	36	68	16	6	48	48	37
Social Adjustment	58	72	46	8	90	72	58
	63						50

PROFILE OF THE INDIVIDUAL

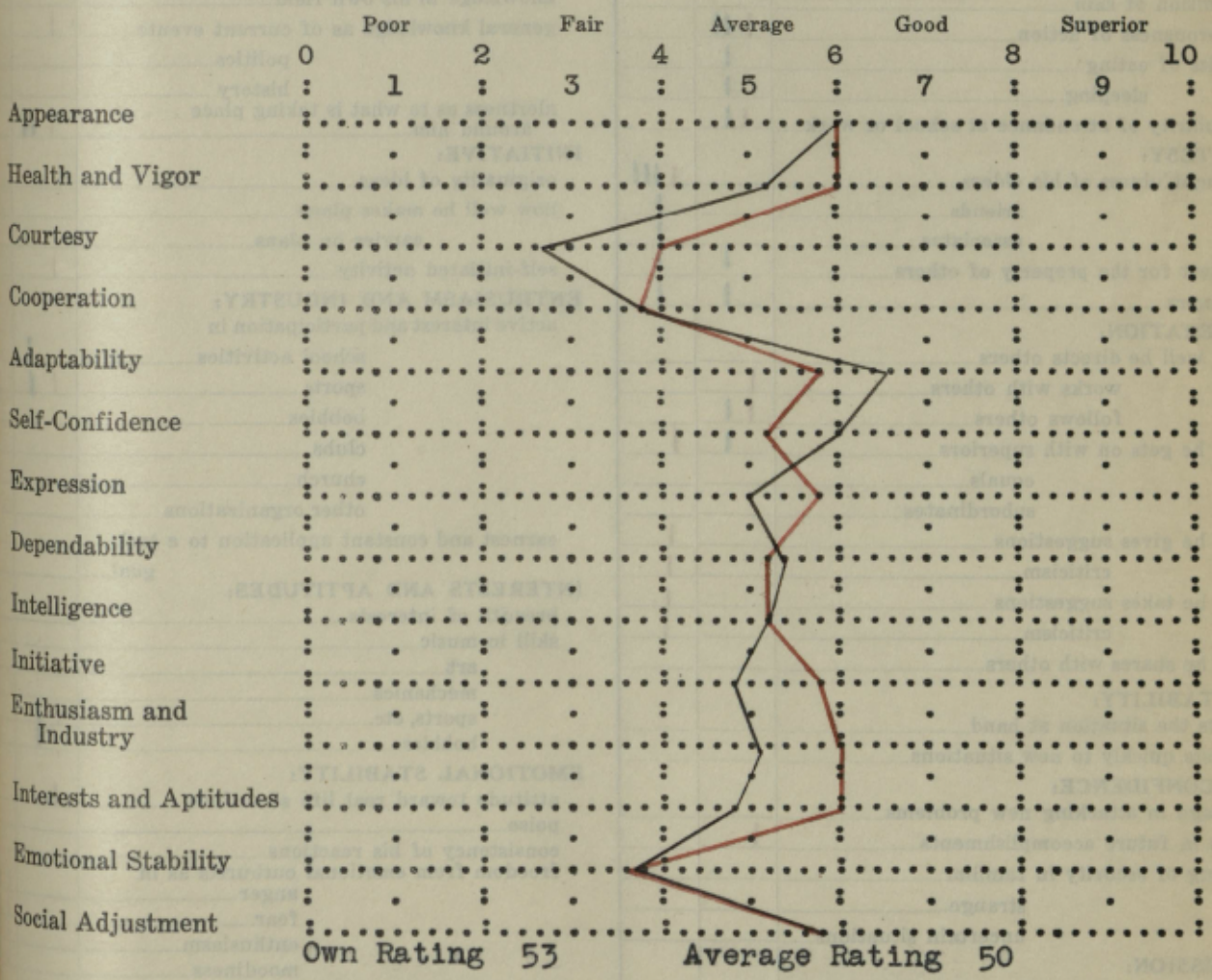
Name P.H. (First Rating)

Address Kansas City, Kansas

School or Occupation W.H.S. Address Kansas City, Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness	I	
neatness of clothes	I	
choice of clothes	I I	I
care of hair	I	
nails	I	
teeth	I	
use of cosmetics	I I	
facial expression	I	
general appearance of being alert	II	
HEALTH AND VIGOR:		
condition of skin		
vigorousness of action	I III	
habits of eating	I	
sleeping	I	
regularity of attendance at school or work	I I	
COURTESY:		
thoughtfulness of his elders		I IIII
friends		I
associates		I
respect for the property of others	I	I
manners	I	I
COOPERATION:		
how well he directs others		
works with others	I	
follows others	I I	
how he gets on with superiors	I	I
equals		
subordinates		
how he gives suggestions		I
criticism		I
how he takes suggestions		I
criticism		I
how he shares with others		
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		
SELF-CONFIDENCE:		
courage in attacking new problems		
faith in future accomplishments	I	
feeling of security in familiar		
strange		
uncertain situations		
EXPRESSION:		
carries on a conversation with superiors		
equals		
clarity of speech	I I	
writing	I	
use of gestures	I I	
quality of voice		
vocabulary		I

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness	I	I
accuracy	I	I
thoroughness	I	I
loyalty to superiors		I
organizations		I
faithfulness to friends	I I	I
ideals	I I	I
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		I
general knowledge as of current events	I	I
politics		I
history		I
alertness as to what is taking place around him	I III	
INITIATIVE:		
originality of ideas		
how well he makes plans		
carries on plans		
self-initiated activity	I	
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities	I	
sports	I I	
hobbies		
clubs		
church		I
other organizations		
earnest and constant application to a task		
goal		
INTERESTS AND APTITUDES:		
breadth of interests		I
skill in music		
art		
mechanics		
sports, etc.	I I	
hobbies	I	
EMOTIONAL STABILITY:		
attitude toward real life situations	I	
poise		
consistency of his reactions		
freedom from emotional outbursts as in		I III
anger		I I
fear		I I
enthusiasm		I I
moodiness		I
observances of accepted standards		
SOCIAL ADJUSTMENT:		
has many friends and acquaintances	I I	
membership in groups and clubs	I III	
enjoys social games	I III	
dances		I
appreciation of other peoples' interests		I
problems		

PROFILE OF THE INDIVIDUAL

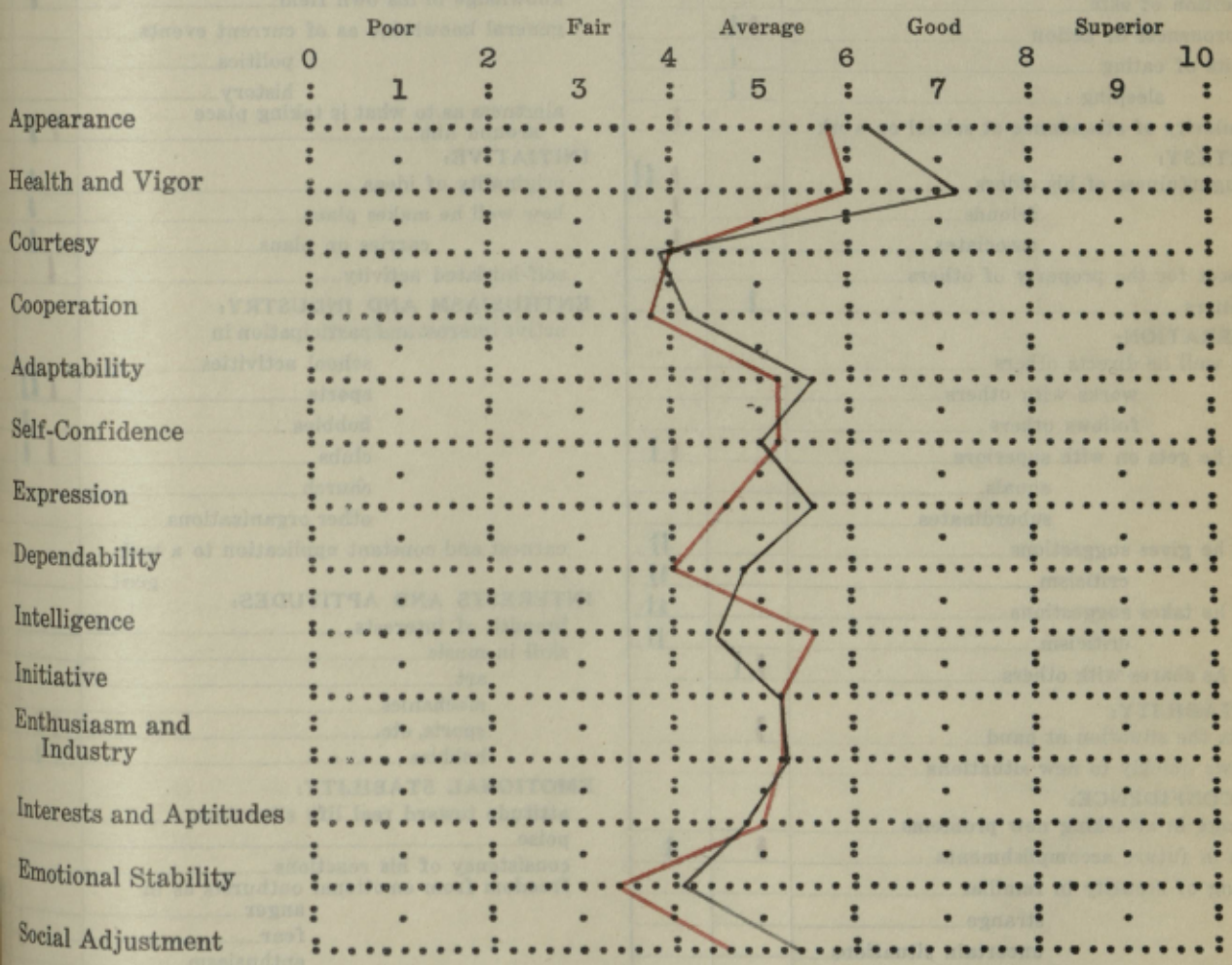
Name P.H. (Second Rating)

Address Kansas City, Kansas

School or Occupation W.H.S. Address Kansas City, Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Own Rating 48 Average Rating 51

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness		
neatness of clothes		
choice of clothes		
care of hair		
nails		
teeth		
use of cosmetics		
facial expression		
general appearance of being alert		
HEALTH AND VIGOR:		
condition of skin		
vigorousness of action		
habits of eating		
sleeping		
regularity of attendance at school or work		
COURTESY:		
thoughtfulness of his elders		
friends		
associates		
respect for the property of others		
manners		
COOPERATION:		
how well he directs others		
works with others		
follows others		
how he gets on with superiors		
equals		
subordinates		
how he gives suggestions		
criticism		
how he takes suggestions		
criticism		
how he shares with others		
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		
SELF-CONFIDENCE:		
courage in attacking new problems		
faith in future accomplishments		
feeling of security in familiar		
strange		
uncertain situations		
EXPRESSION:		
carries on a conversation with superiors		
equals		
clarity of speech		
writing		
use of gestures		
quality of voice		
vocabulary		

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness		
accuracy		
thoroughness		
loyalty to superiors		
organizations		
faithfulness to friends		
ideals		
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		
general knowledge as of current events		
politics		
history		
alertness as to what is taking place around him		
INITIATIVE:		
originality of ideas		
how well he makes plans		
carries on plans		
self-initiated activity		
ENTHUSIASM AND INDUSTRY:		
active interest and participation in school activities		
sports		
hobbies		
clubs		
church		
other organizations		
earnest and constant application to a task		
goal		
INTERESTS AND APTITUDES:		
breadth of interests		
skill in music		
art		
mechanics		
sports, etc.		
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		
poise		
consistency of his reactions		
freedom from emotional outbursts as in anger		
fear		
enthusiasm		
moodiness		
observances of accepted standards		
SOCIAL ADJUSTMENT:		
has many friends and acquaintances		
membership in groups and clubs		
enjoys social games		
dances		
appreciation of other peoples' interests		
problems		

PROFILE FROM THE RATING SCALES

General Information

Fill in this page and the top of page three (3). Return with YOUR Personal Rating Scale.

Date October 9 1941

1. Name C.C. (First Rating) (Last) (First) 2. Sex M 3. Race (color) White

4. Home address: Street 2919 North---- Phone Fa 6500

City Kansas City State Kansas

5. Birthdate: Year 1924 Month 7 Day 7 6. Present Age. Years 17

7. Name of School (attending or last attended) Wyandotte High School

8. School address: City K.C. State Kansas Phone Dr.2180

9. Still in school? Yes 10. Course in school Commercial

11. Present grade in school (or grade last attended).
—(put a circle around the appropriate grade):

Grammar School: 1 2 3 4 5 6 7 8

High School: 1 2 3 4

College: 1 2 3 4 5 6 7

12. Name of advisor Mr. Gregory

13. If not a wage-earner, on whom dependent? Mr. J.M. C.

14. Occupation --

15. Business address: City -- State Kansas

16. Name of Employer --

17. Religion Protestant 18. A church-goer? Yes

19. Environment: (check) Urban X Suburban Rural

20.

Names of YOUR Raters	Address	Relationship to You
1. Mr. G. W.W.	K.C.	Friend
2. Miss L.C.	K.C.	Friend
3. B.C.	K.C.	Friend
4. R.H.	K.C.	Friend
5. C.L.	K.C.	Friend

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY
of the
Personal Rating Scales

In applying numerical value to the fifty-point scale that appears after each trait, consider the first point at the left to be zero, and for each succeeding point up to the check mark made by the rater add two credits.

On this Summary sheet under the column headed "Own" should be placed the individual's estimate of his own rating for each trait. Then in columns 1, 2, 3, 4, and 5 place the estimates of the ratings made by the five raters. In the last column should be placed the average of the five raters.

	Own	1	2	3	4	5	Average of the five raters
Appearance	70	70	70	90	46	50	65
Health and Vigor	90	90	50	90	30	70	66
Courtesy	88	70	50	70	10	70	54
Cooperation	90	70	90	56	70	48	67
Adaptability	84	52	70	62	68	48	60
Self-Confidence	86	70	50	70	48	50	58
Expression	70	70	48	66	64	50	60
Dependability	86	72	70	78	30	68	64
Intelligence	70	50	50	64	70	50	57
Initiative	86	52	68	48	70	68	61
Enthusiasm and Industry	86	52	70	78	70	68	68
Interests and Aptitudes	88	50	70	78	30	68	59
Emotional Stability	88	48	50	72	88	88	69
Social Adjustment	86	48	66	64	66	40	57
	84						61

PROFILE OF THE INDIVIDUAL

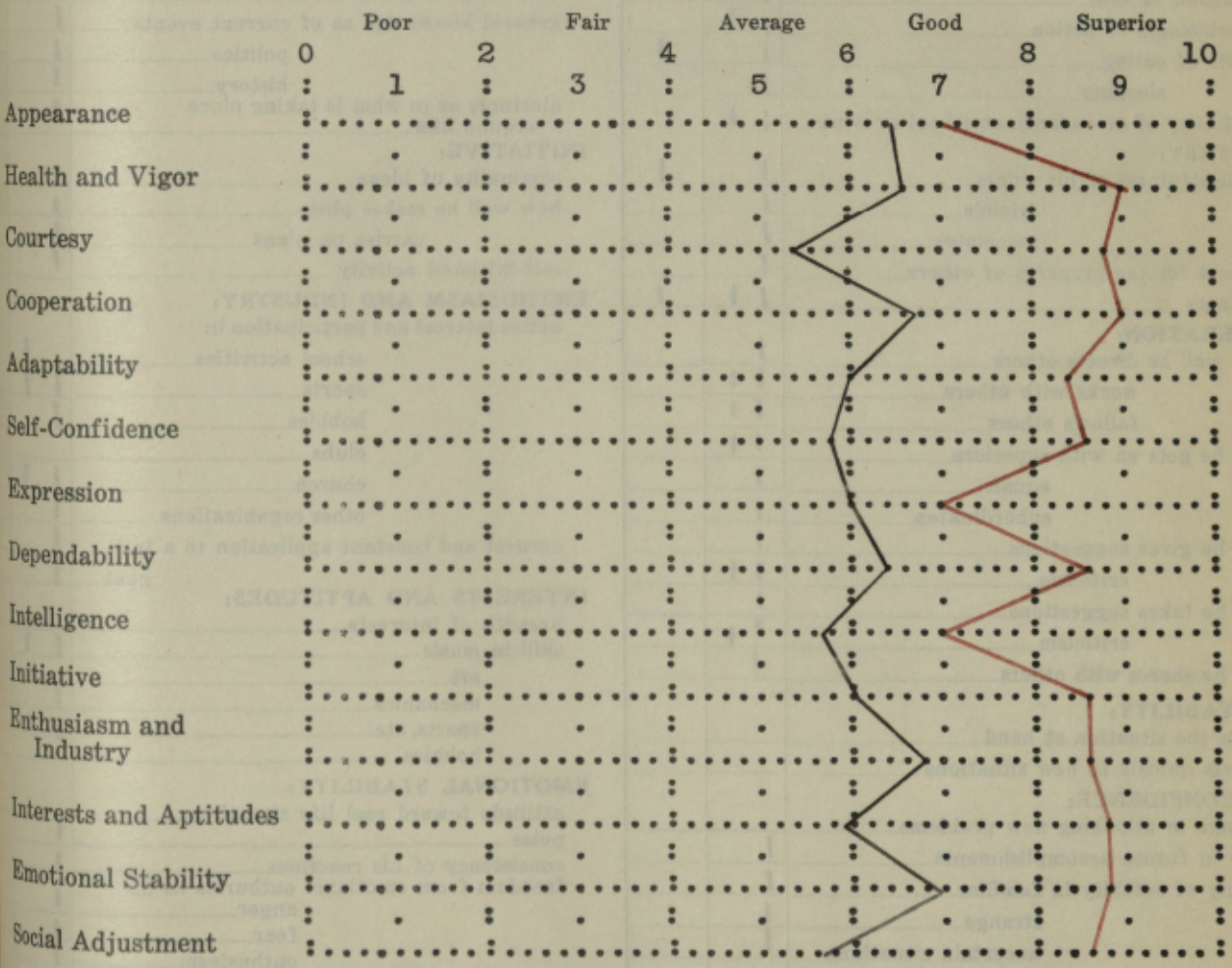
Name C.C. (First Rating)

Address Kansas City, Kansas

School or Occupation W.H.S. Address Kansas City, Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Own Rating 84 Average Rating 61

Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness	1	
neatness of clothes	1	
choice of clothes	1	1
care of hair	1 1	1
nails	1 1	1
teeth	1 1	1
use of cosmetics		
facial expression	1	
general appearance of being alert	1 1	
HEALTH AND VIGOR:		
condition of skin	1 1	
vigorousness of action	1 1	
habits of eating	1	1
sleeping	1	
regularity of attendance at school or work	1 1	
COURTESY:		
thoughtfulness of his elders	1	1
friends	1	
associates	1	
respect for the property of others	1	
manners	1 1	1
COOPERATION:		
how well he directs others	1	
works with others	1 1	
follows others	1 1	
how he gets on with superiors	1 1	
equals	1	
subordinates	1	
how he gives suggestions	1	
criticism	1 1	
how he takes suggestions	1	
criticism	1 1	
how he shares with others	1	
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		
SELF-CONFIDENCE:		
courage in attacking new problems		
faith in future accomplishments	1	
feeling of security in familiar	1	
strange	1	
uncertain situations	1	
EXPRESSION:		
carries on a conversation with superiors	1	
equals	1 1	
clarity of speech		1
writing		1
use of gestures	1	
quality of voice	1	1
vocabulary	1	

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness	1 1	1
accuracy	1	1
thoroughness	1	1
loyalty to superiors	1	
organizations	1	
faithfulness to friends	1 1	
ideals	1 1	
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		
general knowledge as of current events	1	
politics	1	
history	1	
alertness as to what is taking place around him	1	
INITIATIVE:		
originality of ideas	1	
how well he makes plans	1	
carries on plans	1	
self-initiated activity	1	
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities		1
sports	1	1
hobbies	1	
clubs		
church	1	1
other organizations	1	
earnest and constant application to a task	1	
goal	1	
INTERESTS AND APTITUDES:		
breadth of interests		
skill in music	1	1
art		
mechanics	1	
sports, etc.	1	1
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		
poise	1	
consistency of his reactions	1	
freedom from emotional outbursts as in	1	
anger	1	
fear	1	
enthusiasm	1	
moodiness	1	
observances of accepted standards	1	
SOCIAL ADJUSTMENT:		
has many friends and acquaintances	1	
membership in groups and clubs	1	
enjoys social games	1	
dances		
appreciation of other peoples' interests		
problems		

PROFILE OF THE INDIVIDUAL

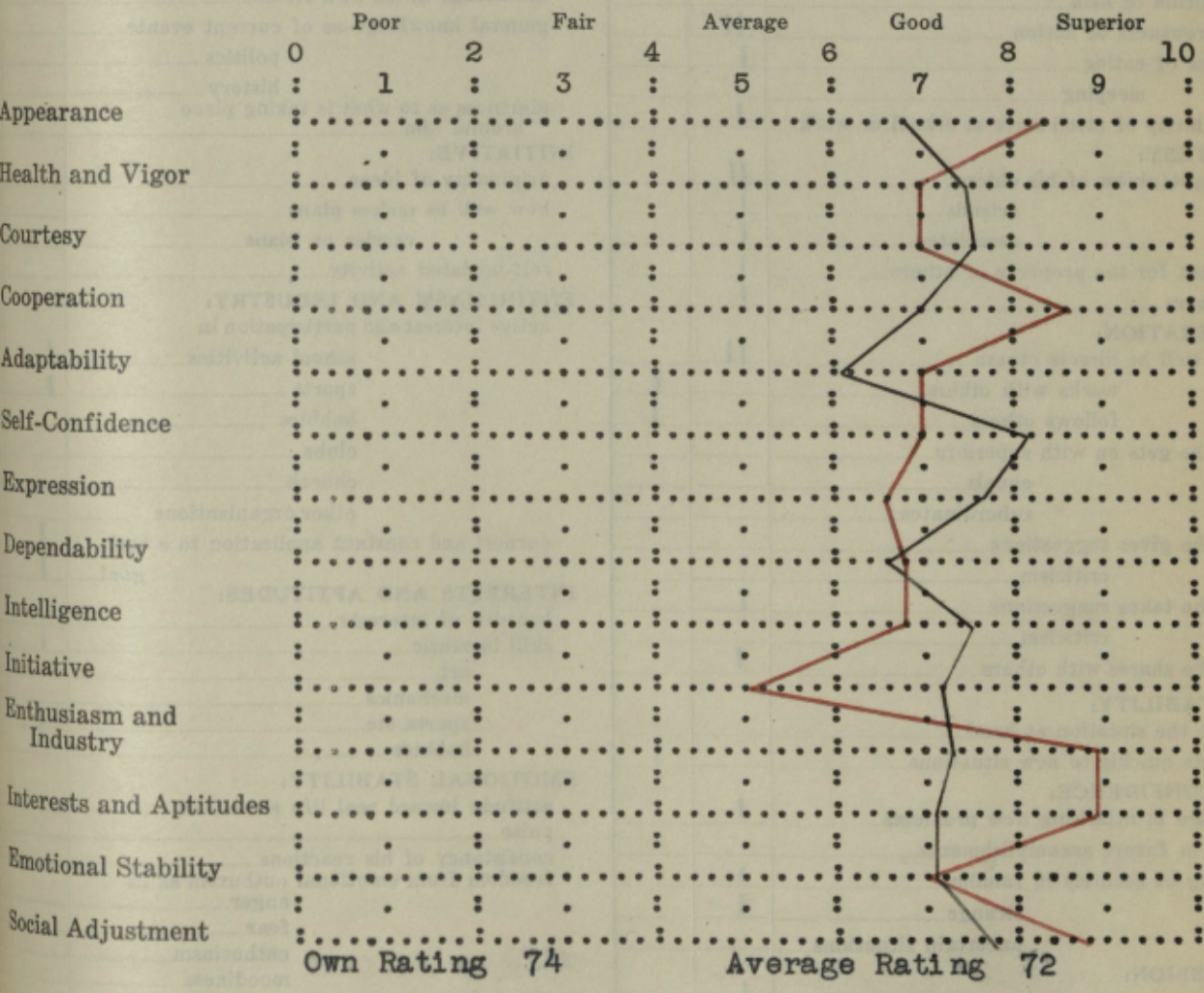
Name C.C. (Second Rating)

Address Kansas City, Kansas

School or Occupation W.H.S. Address Kansas City, Kansas

Use a *red* line to make the Graph representing the individual's estimate of himself. Use a *blue* line to represent the average of his five raters.

If other colors are used, indicate clearly which color represents the individual's estimate of himself. Specify which color represents the average of the five raters.



Note. Prepared by Dorothy M. Pollock, A. M., Columbia University; Assistant Instructor School of Education, University of Kansas.

SUMMARY OF ASSETS AND HANDICAPS
from the
Personal Rating Scales

Under ASSETS indicate the number of times each point was circled by the five raters.
Under HANDICAPS indicate the number of times each point was underlined by the five raters.

	Assets Number Times Marked	Handicaps Number Times Marked
APPEARANCE:		
cleanliness	II	
neatness of clothes	II	
choice of clothes	I	
care of hair	I	
nails	I	
teeth	I	
use of cosmetics		
facial expression		
general appearance of being alert		
HEALTH AND VIGOR:		
condition of skin	I	
vigorousness of action	II	
habits of eating	I	
sleeping		
regularity of attendance at school or work	I	
COURTESY:		
thoughtfulness of his elders	II	
friends	I	
associates	I	
respect for the property of others	I	
manners	I	
COOPERATION:		
how well he directs others	II	
works with others		I
follows others		I
how he gets on with superiors		
equals		
subordinates		
how he gives suggestions		
criticism		
how he takes suggestions	I	
criticism		
how he shares with others	I	
ADAPTABILITY:		
meets the situation at hand		
adjusts quickly to new situations		I
SELF-CONFIDENCE:		
courage in attacking new problems	I	
faith in future accomplishments		
feeling of security in familiar	I	
strange	I	
uncertain situations		
EXPRESSION:		
carries on a conversation with superiors	I	
equals	I	
clarity of speech		
writing		
use of gestures	I	
quality of voice	I	
vocabulary		

	Assets Number Times Marked	Handicaps Number Times Marked
DEPENDABILITY:		
promptness		
accuracy		
thoroughness		
loyalty to superiors		
organizations		
faithfulness to friends		
ideals		
INTELLIGENCE:		
how quickly he does his work		
how thoroughly he does his work		
knowledge in his own field		
general knowledge as of current events		
politics		
history		
alertness as to what is taking place around him		
INITIATIVE:		
originality of ideas		
how well he makes plans		
carries on plans		
self-initiated activity		
ENTHUSIASM AND INDUSTRY:		
active interest and participation in		
school activities	I	
sports	I	
hobbies		
clubs		
church		
other organizations		
earnest and constant application to a task	I	
goal	I	
INTERESTS AND APTITUDES:		
breadth of interests		
skill in music	I	
art		
mechanics		
sports, etc.	I	
hobbies		
EMOTIONAL STABILITY:		
attitude toward real life situations		
poise		
consistency of his reactions		
freedom from emotional outbursts as in		
anger		
fear		
enthusiasm		
moodiness		
observances of accepted standards		
SOCIAL ADJUSTMENT:		
has many friends and acquaintances	I	
membership in groups and clubs		
enjoys social games	I	
dances	I	
appreciation of other peoples' interests		
problems		

INTERPRETATION OF THE DATA FROM THE QUESTIONNAIRE ON THE USE OF THE PERSONAL RATING SCALE IN THE FIELD

The writer believes that the answers to the questionnaires which were sent to the counselors and students who used the Personal Rating Scale to be very important. (pp. 191-230)

All of the counselors agree that the Personal Rating Scale stimulated personality development of most of the students using it, that it was a help with the interpretation of different individuals' personality, that it was an aid in the counseling program, simple to administer, and lent itself to interpretation. They all felt that the Profile was representative of the individuals' personality insofar as they were able to judge. They pointed out that the student must be careful to choose competent judges.

The students responded with a great many favorable comments concerning the instrument. They all seemed to enjoy using it and thought that the Profile gave them a good idea of the effect their personality was having on those with whom they associate. Many found that the Profile was a help to them as a frame of reference in developing a more pleasing personality.

The writer believes that the answers to these questions will be one of the most helpful guides in developing further this Personal Rating Scale as an instrument that will be a real aid as a guidance technique.

CHAPTER V

SUMMARY

Teachers and administrators as well as counselors agree that the development and the preservation of personality in the light of our culture is important in the education of every student. There is however, a lack of:

1. A simple but practical, helpful definition of personality.
2. A thorough understanding of the nature of personality development and of the traits of characteristics that are involved in the personality pattern.
3. Readily applicable and simple instruments of approach for the study and evaluation of personality for guidance purposes.

In a very limited discussion as to the nature of personality, it was pointed out that in order to consider the nature of personality, one must start with the individual as a dynamic whole capable of growth and change. The interaction of the whole individual and the forces of environment are among the factors discussed as contributing to the growth of personality patterns.

The following definition of personality was offered in the hope that counselors, teachers, students, as well as all persons interested in the development of personality, might find it simple and usable yet dynamic:

"PERSONALITY IS THE INDIVIDUAL'S UNIQUE PATTERN OF BEHAVIOR AS JUDGED FROM THE SOCIAL POINT OF VIEW."

Even though psychologists have just begun to scratch the surface in their explorations of personality, it is clear that the development of personality actually involves psychological principles so far differentiated in the science.

New types of approaches and instruments are greatly needed for the interpretation and evaluation of personality. Any instrument developed at the present time must look to a long period of experimentation in the field under favorable conditions, in order to determine its usefulness.

In order to discover whether this Personal Rating Scale had any practical value as a guidance technique in the field, a rating program was planned to be carried out for high school sophomores and seniors, college students, and a few adults. For both the first and second ratings over 6000 scales were used. After elimination of some boys and girls who did not take the Scale in both November and January, there were 5740 scales left to be

used in this study. All together 546 individuals were involved in the ratings. Six scales were needed for each person using this instrument, one for himself and one for each of his raters. The program of investigation was planned in order to get some idea of the practical value of such a scale, and to secure some data concerning its use as an aid in the evaluation of an individual's personality.

Referring specifically to the investigation of the Personal Rating Scale, there was a small change of the means and standard deviations of each trait for the second rating by the OWN raters scores and of the AVERAGE of the five raters' scores. This change, though small showed slightly higher scores for the second testing for all groups who were re-rated.

Means for all the groups that received group counseling tend to increase more than for the uncounseled groups, both for OWN rating and AVERAGE of the scores from the five raters.

The standard deviations tend to decrease for the second rating both for the OWN rating and the AVERAGE of the scores of the five raters.

After group counseling had been given, the coefficients of correlation between the individual's OWN rating and the AVERAGE of the scores of his five raters tend to increase in magnitude for the second when compared with the

coefficients of correlation of the first rating.

The means and standard deviations provide tentative norms for four different age groups. These norms made possible the construction of Scoring Profile Charts I and II for high school sophomore and senior boys and girls, college students and adults. These charts can be used for the evaluation of new cases in terms of what was done by a group of individuals who have previously used the Personal Rating Scale.

Certain aspects of personality on this Scale when compared with similar aspects on the Bernreuter Personality Inventory show a slight trend of positive relationship.

There is a general tendency on the part of individuals to rate themselves lower than their judges rate them.

From the results of a questionnaire answered by counselors, administrators, and persons who rated themselves and were rated by others on the Scale, one can say that this Scale has a very definite practical appeal for all those who have used it in any way.

Obtaining further data concerning the reliability and validity of the Scale, in a carefully controlled research program, is the next step in the development of this Personal Rating Scale. Because of so many variables, a lack of good controls, and the time element between the ratings, very little can be said as to any definite

evidence of reliability and validity at the present time. It is most difficult to check validity with any valid instruments dealing with the evaluation of personality because such valid instruments have not been developed yet. It is difficult to plan investigations as to the effect of counseling because very few so-called counselors or guidance teachers have had the training for such positions. Administrators do not plan for the proper amount of time in their school programs to allow for effective individual counseling, even though they may have a professionally trained counelor. Therefore, the writer intends to conduct a program of Individual Counseling with fifty students for one year using the Personal Rating Scale as a frame of reference in the development and as an instrument for the evaluation of personality with these students. It is hoped that this plan may give more evidence of validity and reliability than is known at the present time.

It is hoped that the assumed system of approach to the nature of personality, the definition of personality, the discussion of the interrelationship of interdependent traits of personality will aid both counselors and students who are interested in the development of personality, and that the Personal Rating Scale will be an aid to them in approaching the problem of evaluating the personality of an individual.

CONCLUSIONS

General

It is the belief of the writer that the main contributions of this study to the field of Guidance up to the present time are:

1. Directing attention to a fruitful hypothesis regarding the development of personality.
2. Formulation of a simple but helpful definition of personality.
3. Construction of a readily applicable and simple instrument, A Personal Rating Scale, for the study and evaluation of personality.
4. Accumulation of some evidence that this instrument is practical in assisting some counselors and teachers in dealing with problems of personality development.

The main weaknesses of this study to the field of Guidance up to the present time are;

1. The definition of personality offered by the writer is limited in scope and applies specifically only to social aspects of personality.
2. The validity and reliability of the Personal Rating Scale, as yet, have not been thoroughly investigated.

THE PERSONAL RATING SCALE AS A GUIDANCE TECHNIQUE

On the basis of the data that have been presented in this study, the following conclusions seem to be warranted:

1. Individuals tend to rate themselves lower than the AVERAGE rating of their five raters as shown from the means of the various groups.

2. On the second rating, the means of rating scores for both OWN rating and AVERAGE of five raters, showed slight increases, with some advantage to the counseled group of high school sophomores.

3. For the second rating, the standard deviations from the means for scores tend to be reduced for the distributions of both the individual's OWN rating and the AVERAGE of his five raters.

4. Coefficients of correlation are not consistently significant between the individual's OWN rating and the AVERAGE of his five raters.

5. Traits on the Personal Rating Scale when correlated with similar aspects on the Bernreuter Personality Inventory show significant relationship for some aspects or traits and no relationship for others.

6. Based on testimony from 5 counselors and 28 students, this Personal Rating Scale was found to be practical, easy to administer, and of value in a counseling program.

7. It will be necessary to set up experimental situations using the Scale to determine the reliability and validity of the instrument. The situation involved in the data presented here does not warrant statistical refinement for the estimation of such reliability and validity.

The advantages of this Personal Rating Scale seem to be:

1. Each trait-name carries a description of patterns of behavior.

2. It is interesting and not much motivation is needed to secure cooperation of subjects and raters.

3. It is simple and easily understood.

4. It is quickly filled out.

5. It frees the rater from direct quantitative terms.

6. It gives the rater a chance to make evaluations on lesser aspects of personality under the general trait classifications.

7. It permits the utilization of comparable ratings on the same scale.

8. It permits different techniques of scoring to be applied in the use of the Scale.

9. Abstractions have been minimized by giving simple definitions supported by expressions of behavior patterns equally simple in phraseology, and by simple and complete directions for giving the Scale to both an Individual or to a Group of individuals.

10. The technique of "circling" and "underlining" different aspects of personality within each category tends to keep the rater from putting certain minor aspects on a par with important aspects.

11. Numerical evaluation is taken away from the Scale and descriptive words are used so that the "halo" effect is less.

12. The instrument allows for Profile representation of each trait for both the individual's OWN rating and the AVERAGE of his five raters' scores.

Beyond these distinct advantages, the Personal Rating Scale is subject to the same limitations as are all rating scales, and accordingly should be applied with caution and insight.

Caution must be exercised in the use of this Scale as with all other instruments dealing with the evaluation of personality. The exploration of personality is just in its infancy. The importance now attributed to the personality of those seeking employment, or those who are employed in business and industry, as well as of those engaged in the professions, makes it almost the duty of any investigator who is qualified to work in the field of Personality to contribute something to the understanding of Personality.

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APPENDIX

INTELLIGENCE QUOTIENTS derived from the Otis Self-Administering Intelligence Test for boys and girls in the four classes - Experimental Group, Wyandotte High School.

	C. Boys		C. Girls		Unc. Boys		Unc. Girls	
1.	B.A.	102	M.C.	114	J.B.	102	D.B.	104
2.	W.A.	97	O.E.	94	W.B.	70	B.D.	93
3.	S.B.	99	R.F.	109	R.B.	112	W.E.	109
4.	C.B.	99	K.F.	90	D.C.	98	M.G.	104
5.	M.B.	103	H.F.	89	C.C.	105	J.G.	102
6.	R.C.	77	D.G.	118	W.C.	90	L.G.	119
7.	L.V.D.	119	D.Gr.	105	E.DeV.	93	N.H.	104
8.	B.D.	108	E.H.	96	D.D.	105	N.Hard.	119
9.	B.De.	99	P.H.	101	J.G.	113	A.H.	102
10.	H.F.	101	M.H.	85	B.G.	98	H.H.	87
11.	C.F.	102	I.I.	82	M.H.	115	R.H.	94
12.	R.G.	87	S.L.	106	K.H.	93	J.H.	108
13.	G.H.	86	E.Mc.	121	K.J.	99	J.L.	103
14.	B.H.	114	B.P.	105	I.K.	85	J.M.	112
15.	S.J.	115	F.P.	84	L.L.	84	D.Mc.	98
16.	A.K.	91	J.R.	101	E.L.	113	L.M.	104
17.	G.K.	93	R.R.	116	S.L.	114	D.Q.	96
18.	A.K.	112	O.S.	92	C.M.	105	F.Q.	79
19.	B.M.	86	L.S.	88	J.M.	113	L.R.	113
20.	J.M.	67	E.S.	103	V.P.	125	B.S.	93
21.	R.M.	92	M.S.	105	A.J.Q.	102	E.S.	110
22.	T.M.	107	B.S.	103	R.R.	99	F.S.	92
23.	W.R.	97	P.V.	97	B.R.	92	P.S.	109
24.	J.R.	100	M.W.	118	W.R.	82	P.T.	112
25.	Joc R.	75	J.W.	113	E.R.	79	M.T.	94
26.	R.S.	97	M.W.	110	R.R.	110	B.T.	77
27.	E.S	95	D.W.	102	H.S.	101	D.T.	103
28.	N.S.	124	B.W.	119	E.S.	101	A.W.	111
29.	B.S.	114			J.S.	127	R.W.	106
30.	V.W.	92			D.S.	100	V.W.	108
31.					P.S.	92	D.W.	95
32.					H.S.	112	V.W.	107
33.					H.Sub.	115		
34.					R.V.	97		

WYANDOTTE HIGH SCHOOL

April 3, 1942

Counselors' and pupils' answers to the questionnaire pertaining to the use of the Personal Rating Scale.

Will you answer the following questions on the basis of your observation and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of individuals using it?

"Yes; a most effective instrument to show need for improvement of traits."

2. Did it help with the interpretation of different individuals' personality?

"Yes; constructive suggestions could be made on basis of need as revealed by factual evidence."

3. Was it an aid in your guidance or counseling program?

"Positively yes. It, in my opinion, caused more constructive self-analysis and improvement than other devices I have used. One reason of course could be my enthusiasm for the instrument."

4. Was it simple to administer?

"Yes. Readable and easily understood. Few questions were asked concerning meanings."

5. Did it lend itself easily to interpretation?

"The graphs certainly showed the shortcomings. What can be done about certain points is the constructive place for a counselor."

6. Do you feel that the Profile was representative of the individuals' personality?

"Yes, on the basis of my knowledge of pupils, I saw <u>no wide</u> variations."

(over)

Please feel free to state exactly your reaction to the advantages or disadvantages in the use of this instrument by educational institutions.

"Students were enthusiastic. Faculty members became interested when ratings were asked from them. Parents' reactions were always favorable. They considered this a most practical innovation.

Students were continually seeking new ways to improve certain traits and trading ideas. Difficult for some pupils to use enough will power to change. Some pupils knew difficulties already and did nothing about them. Better students were more enthusiastic, but all showed interest.

Heard no comments against the use of the instrument. Our administrators are enthusiastic about the use of the scale."

Signature Guy Salyer

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I did. I believe it helped me get a more definite idea about myself and my personality."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked the personal rating scale because it showed me in outline form what I thought of myself and what others thought of me."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, I do. Most boys and girls of high school and particularly college age are interested in learning 'just how they stand' with people. Then too, they can find out, thru a medium, their own opinion of themselves. I believe they would find it very helpful."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes, I do. Some of the facts it revealed were rather a surprise to me, for the better, because I usually felt that peoples' impressions of me had been different than they seemed in the Profile. It revealed things as I expected and surprising things the other way too. On the whole it helped give a different slant to me on the effect of my personality was making on other people."

5. Do you think that the Profile will help you develop a more pleasing personality?

"I believe that if one earnestly tries to improve his shortcomings and make stronger his present virtues, both shown in the Profile, he will develop a personality that will be pleasing to most people. I believe he has to be so constantly on the lookout for places to improve as time goes on. To use his Personal Rating Scale often, with renewals of it every now and then, would be an excellent method for making and improving his personality."

Thank you

T. M.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"While filling out the scale I took time to really find out what I think about myself. Some people never do take time to find out what their personal feelings about themselves are. And after all, that is one of the most important things, because we have to live with ourselves for a life time. It was a different, new kind of feeling of enjoyment."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked the way my opinions of myself were marked right alongside the others. I do, however, wish I might know the opinions of my raters separately because I value all their opinions highly and would like to improve myself in whatever an individual rater checked me as being poor in. I also appreciate knowing why certain people checked me as they did."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Many of the boys and girls in high school and college would be deeply hurt by any voiced criticisms of their best friends, even though these criticisms would be beneficial to them. They would however have no hard feelings if they could see the results of five of their friends' opinions checked against their own."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Nearly everyone recognizes the fact that everyone has his own faults, big and little. I know my raters all like me a lot in spite of my faults. I know they know I have faults and I know it, too. But the Profile let me know where my faults were, how bad they were and so forth. Mentally it is impossible to check my ideas of me with theirs but on the Profile it was an excellent idea."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Since viewing the results of this Profile I have strived to better myself in certain points. I know I am getting more enjoyment out of life and other people and I hope they are getting more out of me. I have been told by several people that I have changed almost unbelievably in the last few months. Shall we hope it is for the better?

Thank you

L. L.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it for the reason that if you were weak in some places you were given the hint without knowing who had given the suggestion. Also everyone likes to know how they rate with their friends. In one way I disliked it for the reason that your raters usually don't take enough time and don't think seriously enough when rating you, not realizing how much a person may go by it."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes. As stated above everyone should know what their friends think of them."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

"I think that the Profile will help you develop a more pleasing personality, <u>if</u> you take the advice given and try to strengthen your weakness, otherwise I think that it will be 'just another hint gone in one ear and out the other'."

Thank you

P. H.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I enjoyed it very much."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked this scale because it made me think and rate myself about some things I had never thought of before."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, I think anyone would enjoy using it because I think people like to get to know their faults and their merits."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"I believe it has and I am trying to better the things that are not good for my personality."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, but definitely. I have now seen what handicaps I have and am surely working to overcome these. I believe when I reach my goal I will have a much better personality."

Thank you

M. D.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I thought this personality rating was very good. Especially because you could tell from this sheet how you look thru other peoples' eyes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it mainly because it started me thinking about myself. Even the 'Self-rating' sheet brings up important things you would forget about if they weren't reminded to you."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"I think that maybe college students, even more than boys and girls would receive more help from a rating of this kind. By then the person whose rating deflates his ego, is less likely to start disliking the raters than younger people."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes. Since this rating was given to me, I've noticed more carefully myself around other people. I can now fairly well see why I give such an effect on people I come in contact with."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Whether one develops a more pleasing personality from this sheet depends entirely upon the individual with whom it is concerned. It will, however, start everyone thinking more about their personality, whether they change or not."

Thank you

E. W.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, it was interesting and has proved very valuable to me. I capitalized on points I was marked down on and found I had more friends and they a higher opinion of me."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it. I think it covered every point a high school or college student would be interested in. I like taking psychology tests and have taken quite a few but this is the one that has proved the most helpful."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, I do, they are mostly with their fellow students and like to have a lot of friends. This test can show them on what points they are falling down and thereby raise their friends' opinion of them and make more friends."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes, it pointed out very clearly on that point and it seemed I made the same effect on everyone. After taking the test and studying it, I decided to put it to use. Some time after some of my fellow students remarked, 'You seemed to change.'. I feel it was due to the test."

5. Do you think that the Profile will help you develop a more pleasing personality?

"I believe I have proved that above. The change was believed to be for the better. I think by developing a more pleasing personality you can have more friends and get more fun out of life. I hope the test will continue to be given to other students so they may benefit as well."

Thank you

M. M.

Will you answer the following questions on the basis of your observation and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of indiviauals using it?

   "Yes, many pupils were made aware of the possibilities of personality development, through realizing what some of the aspects of personality are."

2. Did it help with the interpretation of different individuals' personality?

   "Yes."

3. Was it an aid in your guidance or counseling program?

   "Yes."

4. Was it simple to administer?

   "Yes."

5. Did it lend itself easily to interpretation?

   "Yes."

6. Do you feel that the Profile was representative of the individuals' personality?

   "Yes, and I believe most of the pupils felt that it was an accurate representation of personality."

(over)

Please feel free to state exactly your reaction to the advantages or disadvantages in the use of this instrument by educational institutions.

"One of the important advantages of this instrument is that it stimulates pupils to analyze themselves. Since others, particularly employers, will later be analyzing these young people, it is well for them to become aware of this kind of procedure."

Signature Francis Gregory

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"In the preparation of it, yes. In the results, no. It did not move me much to carry out its suggestions."

2. Why did you like (or dislike) the Personal Rating Scale?

"Reason stated above."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, it is interesting and fun. Of course there are always exceptions."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

"No."

Thank you

A. D.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

   "Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

   "It helped to give me an idea of what people thought of me and the definite points concerned."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

   "I believe so as it does help to know yourself."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

   "Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

   "Yes."

Thank you

P. T.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"It was simple and easy to take. It contrasted what you and others thought of you. It seemed fairly accurate."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes. It gives you a pretty good idea of yourself."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes, you know by it what other people think of you."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes. You can build yourself up in things that the test shows you lack."

Thank you

R. W.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I enjoyed using the Personal Rating Scale."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it because I learned quite a bit about what my graders think of me."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"I think that most boys and girls would enjoy it because they would learn what other people think of them, and, by this, they could improve their personality traits."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes, I definitely do."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, I do."

Thank you

C. M.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I did."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it very much because it gave you a chance to see yourself as others see you."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, I think almost anybody would enjoy it who had any interest in the impression they make on other people. Most people want to improve."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"It gave a good general idea but I don't think it is altogether accurate. In some cases there might be a bit of prejudice. Different people might rate a person differently."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, I do. I think it will bring out faults that you don't notice yourself. Personally I think it is very worthwhile."

Thank you

G. C.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, it was very interesting and kept a person busy. It was also simple but at the same time important. I believe anyone that was old enough to understand it would enjoy taking your Personal Rating test."

2. Why did you like (or dislike) the Personal Rating Scale?

"By taking the Personal Rating Scales the other five have made out and comparing them with yours you find out just about what other people believe you are made of. It is easy to fill out and all the points are important and interesting."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"I personally believe so. Most college students are entering the business field and they may be able to find there weakness before and correct them. Boys and girls taking the test will have more time to correct their faults and then in college get a lot further with their friends and teachers."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"It did very much, so I was wrong on quite a lot of points. I can therefore and have begun working on them. A person may find out that he has too much liking for himself or on the other hand, an inferiority complex."

5. Do you think that the Profile will help you develop a more pleasing personality?

"It certainly will. I mean by that if you want it to. If you just look at it and lay it aside I would say it won't help you much. A personal rating scale is somewhat like a book, it has to be studied before learning anything about it."

Thank you

B. R.

ATCHISON HIGH SCHOOL

April 3, 1942

Counselors' and pupils' answers to the questionnaire pertaining to the use of the Personal Rating Scale.

Will you answer the following questions on the basis of your observation and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of individuals using it?

"I believe personality development was stimulated in some pupils and would have had greater effect if more time could have elapsed between the ratings."

2. Did it help with the interpretation of different individuals' personality?

"Yes."

3. Was it an aid in your guidance or counseling program?

"It provided a wealth of material for both group and individual counseling."

4. Was it simple to administer?

"Very easily administered."

5. Did it lend itself easily to interpretation?

"Yes. The students were very interested in the results and after a few simple explanations seemed to understand the results shown."

6. Do you feel that the Profile was representative of the individuals' personality?

"In the large majority of cases, yes. Where students did not choose their raters carefully but chose them for convenience's sake only and on close friendship basis, I believe the ratings were not as representative as they should have been."

(over)

Please feel free to state exactly your reaction to the advantages or disadvantages in the use of this instrument by educational institutions.

"I believe the rating scale has more possibilities than any other I have seen. I like the idea of the double rating. To me, the task of trying to rate personality is one of the most difficult. I believe the use of this scale in educational institutions would be of distinct value."

Signature Armin E. Soph

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes. It is something that people would not come out and tell you about your personality but would write it on paper."

2. Why did you like (or dislike) the Personal Rating Scale?

"It tells you the advantages and disadvantages of your personality."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

" It is easier to develop your personality when you know your faults."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes, because it is the opinion of five different types of people, whom you made your impression on."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes. This rating told the faults of your personality: knowing your faults it is easier to develop a more pleasing personality."

Thank you

J. B.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I did. It helped me see myself more as I really am rather than what I think I am."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it because it has told me that my estimation of myself is over-rated as compared with the ideas of others."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"If they are interested in knowing themselves as others know them I am sure they would enjoy using the Personal Rating Scale."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"I believe it did."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, I do, due to the fact that I over-rated myself."

Thank you

S. M.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, because it enables you to find out how other people see you and think of you. This helps to help you improve yourself and your character traits."

2. Why did you like (or dislike) the Personal Rating Scale?

"It did me a very great favor by helping me to find myself and improve it. I didn't meet the standard which I had classed myself as."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"I believe they would because most boys and girls are interested in improving themselves."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

" Yes, but it was an average opinion."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, I believe it will."

Thank you

S. L.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it because I discovered many faults that I had acquired and didn't know about."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, because most people like to know their faults so they can try to improve."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

"It could do a lot in improving a person's personality if a person gave this personality rating thought and took heed to all the corrections that could be made. I think one could develop a pleasing personality but so many of the students do not give it thought enough."

Thank you

A. C.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I enjoyed it very much."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it, especially because we were given two of them. I had a much different opinion of myself the second time."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"I believe they would enjoy it because most boys and girls really want to know how they rate and this is an excellent way of finding out."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

" Yes. I found that most people do not think quite as much of me as I thought of myself in some instances, but in some they thought better of me. This will help me to build up on my bad points."

5. Do you think that the Profile will help you develop a more pleasing personality?

"I am sure it will. I am rather conceited and this is naturally a handicap. This personality test put a dent in some of my conceit and this will make people like me more. I think every student should be required to take this test."

Thank you

R. L.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, I think most people like to know other people's opinion of them."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it. I liked the comparing of my opinion and the other five."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, if they take it serious and give it to people whose opinion they respect, otherwise they don't pay much attention to it."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes and it differed quite a bit with that of mine."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, it showed me my weak points and where I needed the most improvement."

Thank you

S. J.

MUSIC DEPARTMENT
SCHOOL of FINE ARTS
University of Kansas

April 3, 1942

Counselors' and students' answers to the questionnaire pertaining to the use of the Personal Rating Scale.

Would you answer the following questions on the basis of your observation and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of individuals using it?

"It seemed to, but a further check would be necessary to say positively that the subjects had been benefited."

2. Did it help with the interpretation of different individuals' personality?

"Yes."

3. Was it an aid in your guidance or counseling program?

"Yes."

4. Was it simple to administer?

"Yes."

5. Did it lend itself easily to interpretation?

"Most of the time, but the original returns would need to be studied in order to have an opinion as to their validity and reliability."

6. Do you feel that the Profile was representative of the individuals' personality?

"As far as I was able to tell, yes."

(over)

Please feel free to state exactly your reaction to the advantages or disadvantages in the use of this instrument by educational institutions.

"I think this test excellent as a means to counseling. As to how correctly it portrays aspects of the Personality I cannot say until it has been subjected to further analysis.

On the whole I am enthusiastic regarding its possibilities."

Signature E. Thayer Gaston

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"It gives one a chance to see if other peoples' opinions of himself correlate with his own. The results of the scale will depend upon to whom the individual gave his rating sheets and what he said when he distributed them."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"College students are mature enough to take advantage of the results of the test. I think that it might be used with great value with younger people."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"More or less."

5. Do you think that the Profile will help you develop a more pleasing personality?

"The Profile would be most helpful to a person with extreme irregularities and whom was given the right type of counciling."

Thank you

J. B.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"It gives one a chance to see of other peoples' opinions of himself correlate with his own. The results of the scale will depend upon to whom the individual gave his rating sheets and what he said when he distributed them."

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"More or less."

5. Do you think that the Profile will help you develop a more pleasing personality?

"The Profile would be most helpful to a person with extreme irregularities and whom was given the right type of counciling."

Thank you

J. B.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked the scale because it gave me points on those things that were disapproved and characteristics or mannerisms that were disliked by other people and thus it gave me the opportunity to improve on those points."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, for the reason that they by nature want to be that sort of a person who is approved by their friends and associates."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes."

Thank you

W. M.

Would you answer the following questions on the basis of your observation and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of individuals using it?

   "It seemed to, but a further check would be necessary to say positively that the subjects had been benefited."

2. Did it help with the interpretation of different individuals' personality?

   "Yes."

3. Was it an aid in your guidance or counseling program?

   "Yes."

4. Was it simple to administer?

   "Yes."

5. Did it lend itself easily to interpretation?

   "Most of the time, but the original returns would need to be studied in order to have an opinion as to their validity and reliability."

6. Do you feel that the Profile was representative of the individuals' personality?

   "As far as I was able to tell, yes."

(over)

5. Do you think that the Profile will help you develop a more pleasing personality?

"I believe this Rating Scale is a means but one must apply himself or herself to bring it to an end and help improve. A person must recognize the things in which he or she is weak and concentrate on strengthening them. This scale helps a person recognize his weak points."

Thank you

R. H.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it because it gave me an idea of what other people thought of me and how I could improve myself. It also made me realize some things that I had not been aware of before."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes. Everyone likes to know how other people rate him. There were probably some things that he was doing that he was not aware of and by using this Personal Rating Scale he could find out these things and watch the things that he was looking in."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes. I chose five people of different ages and with all these I believe I have a good idea of how most people feel toward me and what kind of impression I leave on them."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, I do, because everyone wants to make a good impression on people. I know that I do. Now I know the things that I can do to better myself and make myself a more pleasing individual."

Thank you

S. G.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I think almost everyone would like to 'see himself as others see him'. For this reason I liked the scale. It made me more conscious of my personality development, which is important for all."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"For the same reason others should enjoy using it. I might add that though some might not enjoy hearing about themselves, they should anyway."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"I believe so."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes."

Thank you

L. A.

SHARON HIGH SCHOOL

April 3, 1942

Counselors' and pupils' answers to the questionnaire pertaining to the use of the Personal Rating Scale.

Will you answer the following questions on the basis of your observation and experience with the Personal Rating Scale?

1. Did this instrument stimulate personality development of individuals using it?

"As far as I have been able to trace the test, there have been some new improvements."

2. Did it help with the interpretation of different individuals' personality?

"Yes."

3. Was it an aid in your guidance or counseling program?

"Our guidance person was interested in the test and found help from it, even as I did."

4. Was it simple to administer?

"Yes, only a question of time on returning tests from people who lived out of town."

5. Did it lend itself easily to interpretation?

"Very much and was interesting to do."

6. Do you feel that the Profile was representative of the individuals' personality?

"In the majority of cases."

(over)

Please feel free to state exactly your reaction to the advantages or disadvantages in the use of this instrument by educational institutions.

"Could be used to advantage by guidance department as well as in classes that stress development of the individual as a hygiene course. Would be a good guide in business personality as well. Question of difficulty in making the profiles."

Signature Barbara Flemings

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes, very much so."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it because it may help to improve my personality."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, because it may help to improve one's personality."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes."

Thank you

J. T.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

   "Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

   "It showed my faults that I could improve on and I found it very helpful."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

   "Yes, so that they would also correct any of their faults to better their personality."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

   "Yes, decidedly."

5. Do you think that the Profile will help you develop a more pleasing personality?

   "Absolutely, I think it is grand."

Thank you

J. G.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

   "Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

   "I liked it but some of the things rather provoked me."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

   "Definitely."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

   "Yes, I do. It seemed to vary greatly with each individual though."

5. Do you think that the Profile will help you develop a more pleasing personality?

   "I do. I try to overcome my faults."

Thank you

M. B.

From your experience in using the
Personal Rating Scale:

1. Did you enjoy using the Personal Rating Scale?

"Yes."

2. Why did you like (or dislike) the Personal Rating Scale?

"I liked it because it showed me how others judge me."

3. Do you think that most boys and girls (or college students) would enjoy using the Personal Rating Scale? Why?

"Yes, because it shows them where there is room for improvement in their personality."

4. Do you think that your Profile gave you an idea of the effect your personality was making on most people?

"Yes."

5. Do you think that the Profile will help you develop a more pleasing personality?

"Yes, if I take it seriously."

Thank you

V. S.

ABSTRACT

A PERSONAL RATING SCALE AS A GUIDANCE TECHNIQUE

NATURE OF THE PROBLEM

Teachers and administrators as well as counselors agree that the development and the preservation of personality in the light of our culture is important in the education of every student. There is however, a lack of a simple but practical, helpful definition of personality; a thorough understanding of the nature of personality development and of the traits or characteristics that are involved in the personality pattern; and readily applicable and simple instruments of approach for the study and evaluation of personality for Guidance purposes.

It has been pointed out that in order to consider the nature of personality, one must start with the individual as a dynamic whole capable of growth and change. The interaction of the whole individual and the forces of environment are among the factors discussed as contributing to the growth of personality patterns.

The following definition of personality was offered in the hope that counselors, teachers, students, as well as all persons interested in the development of personality, might find it simple and usable yet dynamic:

> Personality is the Individual's unique pattern of behavior as judged from the social point of view.

PLAN OF THE INVESTIGATION

This study is primarily concerned with the development of an instrument for the evaluation of Personality which will be of practical usefulness to counselors and teachers in Guidance programs. An attempt was made to provide an instrument which incorporates the principle of Self-Rating and of others rating this same individual.

In justification of the instrument, data are presented showing the application of the instrument in different types of groups and in different situations.

The general plan for the construction of A Personal Rating Scale by the writer was to group together interrelated traits that were considered important in evaluating personality by a number of graduate students in the Summer Session of the University of Kansas, Lawrence, Kansas. The traits they listed were grouped into 14 categories and each category was given a general trait name, defined clearly, and supported by lesser aspects of personality. A line scale was set to each of these categories. The Personal Rating Scale was so designed as to permit its being used by both an individual and persons whom he chose to rate him on the various traits found on the Scale. His raters were asked to estimate the degree to which the person being rated possessed each trait under consideration, and to indicate at a point along the linear

scale the extent to which the individual possesses this trait. The line was scaled so that numerical evaluation could be easily applied for scoring purposes. The actual numerical evaluations did not appear on the Scale, instead descriptive words were used.

The Personal Rating Scale was printed in folder form. A Second form was developed on which the evaluations of the individual's Own rating, and those of his five raters, could be tabulated, and a Profile made of these results.

In order to discover whether this Personal Rating Scale had any practical value as a guidance technique in the field, a rating program was planned to be carried out for high school sophomores and seniors, college students, and a few adults. For both the first and second ratings over 6000 scales were used. After elimination of some boys and girls who did not take the scale in both November and January, there were 5740 scales left to be used in this study. All together 546 individuals were involved in rating themselves. Six scales were needed for each person using this instrument, one for himself and one for each of his raters. The program of investigation was planned in order to get some idea of the practical value of such a scale, and to secure some data concerning its use as an aid in the evaluation of an individual's personality.

The Personal Rating Scale was given to sophomore boys and girls in Vocational Guidance Classes in Wyandotte High

School, Kansas City, Kansas, during the month of November, 1941. At the same time, the Bernreuter Personality Inventory was given to four of the ten classes. This was done so that comparisons could be made of the aspects of personality appearing on the Personal Rating Scale with similar aspects on the Bernreuter Inventory. In January, 1942, the Personal Rating Scale and the Bernreuter Personality Inventory were repeated in these same classes at Wyandotte High School. The I.Q.'s from the Otis Self-Administering Intelligence Test were correlated with Intelligence on the writer's Scale.

During the three months that intervened between the first and second ratings, six of these classes at Wyandotte received group counseling on personality development with the traits on the Personal Rating Scale as a frame of reference. Part of each class period for five days per week was devoted to a discussion of this subject. The other four classes of Guidance were not counseled on personality development and did not use this Scale in any manner in class activities.

Means and standard deviations were computed for the combined six classes of Counseled and the four classes of Uncounseled boys and girls. There were 190 pupils in the counseled group and 125 in the uncounseled groups, the standard error of the difference between the two uncorrelated means of the first and second ratings was computed

to find the number of chances in 100 that the obtained difference between the means of each trait is a significant difference.

Correlations between the pupil's OWN rating and the AVERAGE of his five raters for each of the traits on the writer's Scale were computed for the counseled and the uncounseled groups mentioned above.

The Personal Rating Scale was also given to senior boys and girls in the Atchison High School, Atchison, Kansas. The Scale was repeated in January, 1942. Following the statistical procedure as was outlined for the Wyandotte High School groups, the means and standard deviations, the ranges, and the chances in 100 that the obtained difference between the first and second ratings for each trait is a significant difference were computed.

Further, the Personal Rating Scale was given to college students enrolled in the School of Fine Arts, Department of Music, University of Kansas, Lawrence, in November, 1941. Means and standard deviations, and the ranges, as well as correlations of their OWN ratings and the AVERAGE of their five raters were determined for these college students.

In order to secure some adult ratings, the Scale was given in August, 1941 to a group of Community Service Leaders of the Works Progress Administration, at a conference held in Emporia, Kansas. The means and standard

deviations, as well as correlations between an individual's OWN rating and the AVERAGE of his five raters were computed.

RESULTS FROM THE DATA

Referring specifically to the investigation of the Personal Rating Scale, there was a small change of the means and standard deviations of each trait for the second rating by the OWN raters' scores and of the AVERAGE of the five raters' scores. This change, though small, showed slightly higher scores for the second testing for all groups who were re-rated.

The means of scores for all the groups that received group counseling tend to increase more than for the un-counseled groups, both for OWN rating and AVERAGE of the scores from the five raters.

After group counseling had been given, the coefficients of correlation between the individual's OWN rating and the AVERAGE of the scores of his five raters tend to increase in magnitude for the second when compared with the coefficients of correlation of the first rating.

The means and standard deviations provide tentative norms for four different age groups. These norms made possible the construction of Scoring Profile Charts I and II which were made of semi-transparent material. They were constructed for high school sophomore and senior boys and girls, college students and adults. These charts can

be used for the evaluation of new cases in terms of what was done by a group of individuals who have previously used the Personal Rating Scale.

Certain aspects of personality on this Scale when compared with similar aspects on the Bernreuter Personality Inventory show a slight trend of positive relationship.

There is a general tendency on the part of individuals to rate themselves lower than their judges rate them.

From the results of a questionnaire answered by counselors, administrators, and persons who rated themselves and were rated by others on the Scale, one can say that this Scale has a very definite practical appeal for all those who have used it in any way.

CONCLUSIONS

It is the belief of the writer that the main contributions of this study to the field of Guidance up to the present time are: directing attention to a fruitful hypothesis regarding the development of personality; formulation of a simple but helpful definition of personality; construction of a readily applicable and simple instrument for the study and evaluation of Personality; accumulation of some evidence that this instrument is practical in assisting some counselors and teachers in

dealing with problems of personality development.

The main weakness of this study to the field of Guidance up to the present time are: the definition of personality offered by the writer is limited in scope and applies specifically only to social aspects of personality; the validity and reliability of the Personal Rating Scale, as yet, have not been thoroughly investigated.

In referring specifically to the Personal Rating Scale as a Guidance Technique, on the basis of the data that have been presented in this study, the following conclusions seem to be warranted:

1. Individuals tend to rate themselves lower than the AVERAGE rating of their five raters as shown from the means of the various groups.

2. On the second rating, the means of rating scores for both OWN rating and AVERAGE of five raters, showed slight increases, with some advantage to the counseled group of high school sophomores.

3. For the second rating, the standard deviations from the means for scores tend to be reduced for the distributions of both the individual's OWN rating and the AVERAGE of his five raters.

4. Coefficients of correlation are not consistently significant between the individual's OWN rating and the AVERAGE of his five raters.

5. Traits on the Personal Rating Scale when correlated with similar aspects on the Bernreuter Personality Inventory show significant relationship for some aspects or traits and no relationship for others.

6. Based on testimony from 5 counselors and 28 students, this Personal Rating Scale was found to be practical, easy to administer, and of value in a counseling program.

7. It will be necessary to set up experimental situations using the Scale to determine the reliability and validity of the instrument. The situation involved in the data presented here does not warrant statistical refinement for the estimation of such reliability and validity.

The advantages of this Personal Rating Scale seem to be:

1. Each trait-name carries a description of patterns of behavior.

2. It is interesting and not much motivation is needed to secure cooperation of subjects and raters.

3. It is simple and easily understood.

4. It is quickly filled out.

5. It frees the rater from direct quantitative terms.

6. It gives the rater a chance to make evaluations on lesser aspects of personality under the general trait classifications.

7. It permits the utilization of comparable ratings on the same scale.

8. It permits different techniques of scoring to be applied in the use of the Scale.

9. Abstractions have been minimized by giving simple definitions supported by expressions of behavior patterns equally simple in phraseology, and by simple and complete directions for giving the Scale to both an individual or to a group of individuals.

10. The technique of "circling" and "underlining" different aspects of personality within each category tends to keep the rater from putting certain minor aspects on a par with important aspects.

11. Numerical evaluation is taken away from the Scale and descriptive words are used so that the "halo" effect is less.

12. The instrument allows for Profile representation of each trait for both the individual's OWN rating and the AVERAGE of his five raters' scores.